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ABSTRACT

This curriculum is designed to help teachers teach a course in job keeping skills to high school students in order to instill in them appropriate attitudes for the world of work. The guide introduces the human aspects of working in an organization. "Job Keeping Skills" is divided into 10 instructional units. Each unit contains four or more lessons that can each be completed in approximately 50 minutes of class time. Each lesson consists of these components: unit title, lesson title, educational concept, objectives, resources needed, learning activities, evaluation, other suggested resources, and follow-up activities. Topics of the units are the following: understanding free enterprise, motivation, work attitudes and habits, appearance, learning the job, safety, communication, take-home pay, terminating the job, and job advancement. A seven-page bibliography of printed and audiovisual resources is included. (KC)

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job keeping skills

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INTRODUCTION

A primary interest of vocational education is the development of psychomotor skills in preparation for successful job performance. Much concern has been expressed for the need to emphasize the acquisition of observable work habits, values and attitudes. With advancing technology there appears to be a shift from production orientation to service orientation in the world of work. Many workers are finding themselves in positions where appropriate habits and attitudes are important to job success.

Responding to this need, the state Office of Vocational Education has undertaken the charge of providing all students with a set of general affective work competencies, enabling them to identify behaviors that could lead to success in a rapidly changing society. One practical attempt to address this goal was the development of the instructional package, **Job Keeping Skills.**

Securing a job is but the initial step of the employment process. Students should accept employment with the direct intent of succeeding on the job! This premise means that they enter the world of work with a distinct understanding of job maintenance. **Job Keeping Skills** is designed to afford students instruction in developing the attitudes and habits necessary to hold a job. When students have completed the study, they will find that this set of materials provides them with some of the most useful information they can take with them as they enter the world of work.

Job Keeping Skills does not pretend to provide students with simple solutions to each employment situation, but rather it is merely an aid to help them make intelligent choices. These skills were perceived as being the most critical in determining success or failure on the job. By integrating these skills into a student's academic program, it is felt that he/she should be better able to make independent judgements leading to a satisfying career.

INSTRUCTIONAL OVERVIEW

Title of Guide

Job Keeping Skills -- Contains principles of the human skills necessary to maintain a job and to survive in the world of work.

Description of the Guide

This guide will introduce the human aspects of working in an organization. The material will provide a basic understanding of the skills necessary to help people in the work force improve their present work skills. Rather than concentrating on technical, psychomotor skills, the emphasis of these curriculum materials is on acquiring conceptual skills (both cognitive and affective).

Duration

Main Lesson -- 1 class period (50 minutes each)

Follow-Up Activity -- Varies according to the activity

Goals

1. The student will develop an understanding of the basic concepts of job survival.
2. The student will develop an appreciation of the advantages of developing job keeping skills.
3. The student will develop practical applications of the human aspects for maintaining and improving his/her situation.
4. The student will develop an appreciation of the role he/she plays, and the necessity for it, in improving his/her world of work.

Instructional Units

As a curriculum guide, **Job Keeping Skills** is divided into ten instructional units.

Understanding Free Enterprise
Motivation
Habits and Attitudes
Appearance
Learning the Job
Safety
Communication
Take Home Pay
Terminating the Job
Job Advancement

Instructional Unit Implementation

Each unit is divided into four or more lessons. Each lesson can be completed in approximately 50 minutes of class time. Each lesson is arranged according to these components.

Unit Title
Lesson Title
Educational Concept
Objective(s)
Resources Needed
Learning Activities
Evaluation
Other Suggested Resources (where applicable)
Follow-Up (or Outside Class) Activities (where applicable)

Each **unit** deals with a particular topic. Each **lesson title** is related to a specific aspect of the unit.

Educational concept is a summary of the rationale for studying a particular lesson. The instructor may wish to share the educational concept with students to help them understand the purpose of the lesson. This may be done at the beginning of the lesson as an introduction or it may be used as a summary at the end of the lesson.

The **objective(s)** is measureably cognitive and affective in nature and includes the specific skills to be attained in the lesson. The objective should be listed on the board or discussed as a part of the lesson. Students should be reminded how the objective relates to the **learning activities.** At the end of the lesson, the instructor may wish to review the objective to provide closure for the lesson.

Mastery is the student's level of skill attainment. Mastery is listed for the benefit of the instructor and will be measured in the **evaluation** section of the lesson.

Resources needed are listed for the convenience of the instructor. A copy of each attachment or other needed materials can be found at the end of each lesson. The attachments are designed to be reproduced for individual students. The attachments can also be made into transparencies so students can respond to the information in a group discussion or individually write the responses on separate sheets of paper. Student profile folders should be kept for each student in order to collect all completed written work.

The section composed of **learning activities** includes a step by step description of how to conduct each exercise. Discussion questions and guidelines are included when needed to cover the important points of the lesson. It should be noted that the set of exercises for each lesson has one or more variations in order to make the learning activities as versatile and interesting as possible. Instructors are encouraged to adapt the exercises in any order or format which is appropriate to their class. Some of the variations included in the learning activities are discussed here.

Case Studies -- Allowing students to practice problem-solving and decision-making skills in possible real life situations.

Games -- Illustrating specific kinds of knowledge and behavior which are important to the student in his/her understanding of certain job encounters.

Group Discussions -- Encouraging students to examine their own knowledge and attitudes while comparing them to others.

Individual Self-Examination -- Helping students become aware of their own attitudes and behavior and assisting them in making possible changes in these areas.

Interviews -- Allowing students to obtain the attitudes, knowledge and expertise of those experienced in the world of work.

Role Playing -- Allowing students to explore different kinds of experiences that may occur in work situations.

The instructor is to use the **evaluation** to determine the level of mastery. In most lessons, observation of student involvement in lesson activities is used to evaluate the students' affective responses. Some lessons include tests to measure cognitive domain skills. Written cognitive exercises are also included.

Other suggested resources lists relevant material for the teaching of the particular lesson in which these resources are given. Not all lessons include a statement of these resources, predicated on the fact that the writer felt the lesson objectives could be attained satisfactorily with the resources given in the unit. Full information on each suggested resource can be found in the bibliography.

The **follow-up (or outside class) activity** section includes those activities the instructor can use to assist students in extending, summarizing and evaluating their experiences following the learning activity. The depth of the follow-up activity should be determined by the ability of the students. Instructors are alerted to the fact that not all lessons have follow-up activities. Instructors may wish to supplement each lesson with pertinent follow-up materials and activities.

Preparation for Teaching

Prior to any instruction, the instructor is encouraged to review the guide as a whole. Since each unit is self-contained and can be taught independently, the instructor should decide which unit should be taught first and in what order the other units will be taught.

Upon deciding the order of instruction, the instructor needs to prepare the materials necessay for instruction by using the following checklist.

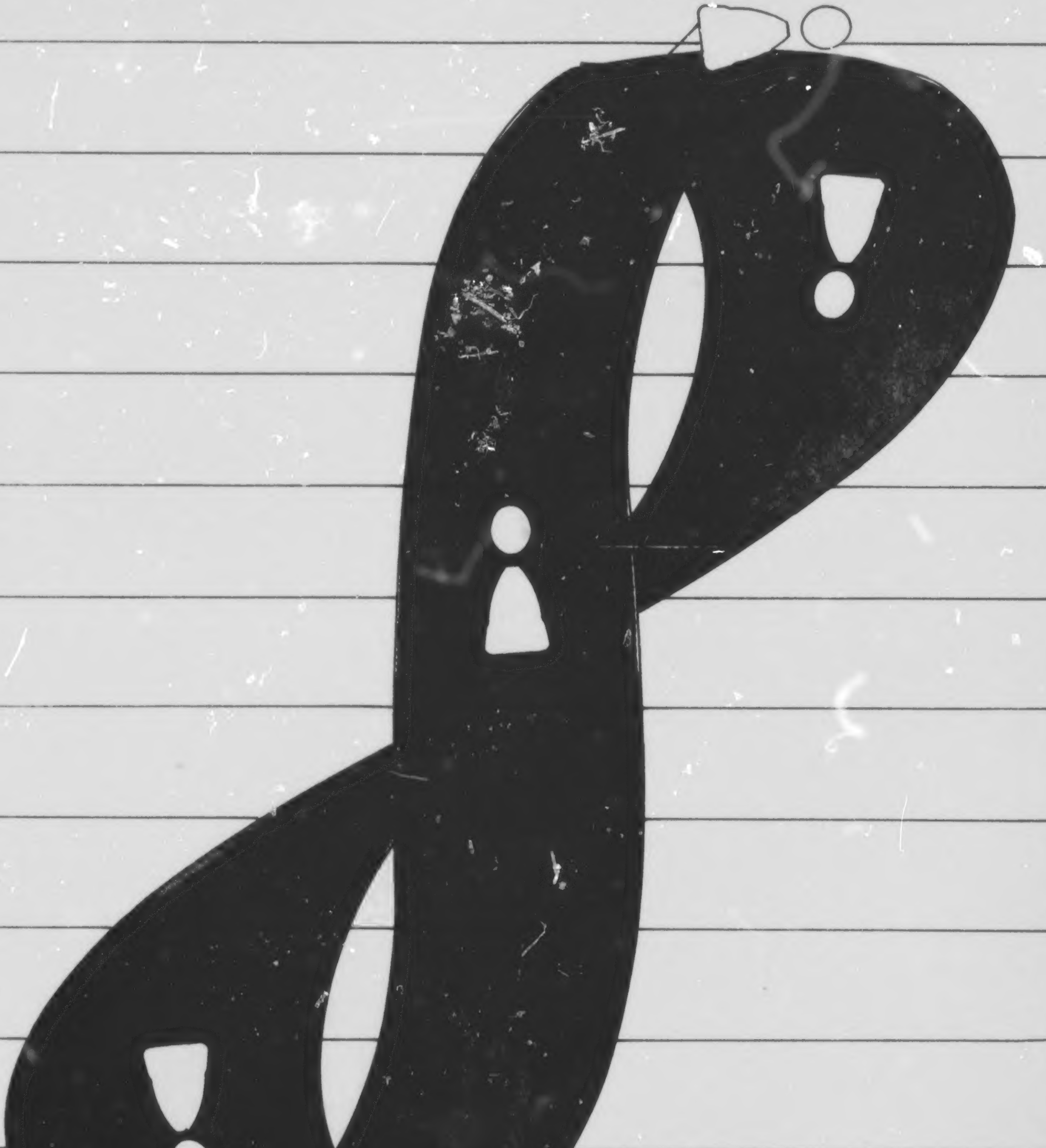
1. Student Profile Folders have been prepared.
2. Objectives have been written on the board.
3. Student worksheets and information sheets have been duplicated.
4. Appropriate transparencies have been made.
5. Audiovisual equipment has been secured.
6. Guest speakers have been scheduled.
7. The room has been arranged for the appropriate groups.

The instructor will note that not all seven steps are required in each lesson, depending on the needs of the lesson.

The instructor should read each lesson thoroughly and write anticipated questions to be answered during the course of the lesson. Finally, the instructor needs to determine the level of mastery for each lesson within the unit and the process for recycling, if mastery is not attained.

Sources of Materials

Materials that are relevant to the teaching of **Job Keeping Skills** are available in a variety of sources. Business managers, educators, psychologists, sociologists, and many others have contributed to the knowledge and approaches which apply to the teaching of **Job Keeping Skills.** The variety of materials makes it very difficult for teachers and students to find useful materials in only one given source. The task of the writing team, therefore, was to gather materials from different sources and adapt them for use in one curriculum guide. The adaptations were specifically aimed toward making the materials useful, effective, and appropriate to the conceptual levels of students. These materials are suited for use in a variety of settings. The units should not be considered a fixed or rigid course of study and should be adapted and used in any manner which meets the needs of students.



free enterprise

UNDERSTANDING FREE ENTERPRISE

Unit Goal

Students will have an opportunity to gain an awareness of the free enterprise system and how individuals are involved in it.

Topic Outline

Lesson One: Understanding Free Enterprise

Lesson Two: Having the Competitive Edge

Lesson Three: Understanding Profit

Lesson Four: Importance of Production

Lesson Five: Supply and Demand

Lesson Six: Impact of Unions on Industry

UNIT: UNDERSTANDING FREE ENTERPRISE

Lesson 1: Understanding Free Enterprise

Educational Concept

Spending one's working life in a free enterprise system without knowing the basics of other economic systems can keep one from fully appreciating the advantages of our way of life. The student should be exposed to the three major world economic systems and acquire some basic knowledge in each area.

Objective(s)

Given the basic information on economic systems, the student will:
1. Appreciate the benefits to both employee and employer in this system.
2. Develop positive thinking about the free enterprise system.

Mastery will be determined by the results of Attachment B and the student's knowledge of the three major world economic systems.

Resources Needed

Student Profile Folder
Understanding Free Enterprise (Attachment A)
Written Test (Attachment B)
Answers (Attachment C)
Government Role (Attachment D)
Learning Activity — Government Role (Attachment E)
Answer Key (Attachment F)

Learning Activities

Exercise 1
Distribute Understanding Free Enterprise (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Divide the class into three groups, each one representing one of the chosen three major world economic systems. Direct each group to do research on its chosen system. After the research is completed, have each group present their information to the class.

Exercise 3
Distribute a copy of the Written Test (Attachment B). Have students complete the test. Grade for mastery using Answers (Attachment C).

Exercise 4
Distribute a copy of Government Role (Attachment D). Give students time to study the material. Discuss as a group.

Exercise 5
Distribute Learning Activity -- Government Role (Attachment E). Direct the students to find and circle the terms found in Government Role (Attahcment D) using Answer Key (Attachment F). Instruct students to correct their sheets.

Exercise 6
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should contain the Written Test (Attachment B) and Learning Activity — Government Role (Attachment E). Students should have participated in their group's in-depth research report on one of the world's three major economic systems with a brief oral report to the class. They should also have a copy of the written learning activity on the government's role in our economic system.

Follow-Up (or Outside Class) Activities

A teacher of "economics" should be invited to talk to the class on the topic of "The Comparison of Free Enterprise to Other World Economic Systems."

Other Suggested Resources

Clemson University, **People, Production and Profits**
Ohio Distributive Education Materials Laboratory, **Economics for Distributive Education**
Ohio Distributive Education Materials Laboratory, **Our Free Enterprise System**
Phillips Petroleum Company, **Free Enterprise Project**
Playback Associates, **American Enterprise Teaching Notes**
The American System ... and Your Part In It

UNDERSTANDING FREE ENTERPRISE

American business is founded on what is known as the free enterprise system. In a free enterprise system, people are free to buy what they want and can afford and to work where they please. This system gives workers many opportunities that do not exist under other systems such as being free to choose the kind of work that he/she wants to do and not being forced by the government to perform in any particular job. It is even possible, if time permits, to work at two jobs.

Anyone may work in this system. It doesn't matter if a person is male or female. It doesn't matter about the color of his/her skin. A person cannot be discriminated against because of age. A person's religion cannot be a factor in deciding if he/she can be considered for a job. Handicapped people have the same opportunities as those who are not considered handicapped.

With the many opportunities that a worker enjoys in the free enterprise system, there is also responsibility. A worker is responsible for getting his/her own job and must perform well in order to keep the job. Employers expect four basic things from an employee.

1. Be there.
2. Be on time.
3. Follow instructions.
4. Cooperate.

At least 75% of the jobs lost in America are not lost because of an inability to do the job, but because of absenteeism and tardiness. Even in a system as great as the free enterprise system, everyone has a "boss" and must follow the instructions given by this person. If any business is to operate smoothly and succeed, everyone must cooperate.

There is a great deal of competition among workers for jobs. Those who are the better prepared and who try harder are the ones who get the jobs and who are most likely to succeed in the world of work. In this system, business people also enjoy the same freedom that workers enjoy. They have the option of hiring almost anyone that they choose. Obviously they would wish to employ the better prepared, most cooperative, and most productive workers that they can attract.

The chart on the next page compares different economic systems and the benefits to workers. "Freedoms" under communism, socialism, and capitalism (free enterprise) are presented in this chart. Under communism, the government owns all property, decides what goods will be produced, what prices will be charged, and where the goods will be sold. The government also determines how much money the worker will be paid. Under socialism there is a little more freedom in that some businesses can be owned by individuals. However, the government makes decisions about the production and distribution of goods and services. For example, the government might decide that each family should have one car. It would then arrange to have the cars made and distributed. Very few businesses are owned by the people. Under our system of capitalism (free enterprise), private ownership and freedom of workers are very important. Private individuals and groups are able to own businesses. This fact is basic to our system. Private interests are protected and individuals have the right to keep the profits of wages made in business.

COMPARISON OF ECONOMIC SYSTEMS

Economic System	Government by free election	Individual freedom to choose work	Individual freedom to buy and sell	Business freedom to produce	Freedom to compete
Communism	No	No	No	No	No
Socialism	Yes	Semi-Controlled	Controlled	Controlled	Controlled
Free Enterprise	Yes	Yes	Yes	Yes	Yes

Which system would you rather have?

Kimbrell, Grady, and Vineyard, Ben S. **Succeeding in the World of Work.** McKnight Publishing Co., 1981.

WRITTEN TEST

1. Working in the free enterprise system, you can choose the kind of work that you wish to do. (True or false)
2. In a free enterprise system, is a worker able to hold two jobs?
3. Name the three major world economic systems.
4. Which of the systems allows the worker more freedom?
5. Name the four basic things that an employer expects from an employee.
6. Why is each one of the requirements in Question 5 important to the success of any business?
7. What are the two main reasons that jobs are lost in the U.S.?
8. Jobs are provided for handicapped people in a free enterprise system. (True or false)
9. What kind of workers do employers wish to hire?
10. The employer has the right to hire anyone he/she pleases in a free enterprise system. (True or false)

ANSWERS

1. True

2. True

3. Capitalism (free enterprise), socialism, and communism

4. Capitalism (free enterprise)

5. a. Be there.
   b. Be on time.
   c. Follow instructions.
   d. Cooperate.

6. Businesses cannot operate successfully if employees lay out from work, are constantly late, fail to follow instructions, and fail to cooperate.

7. Absenteeism and tardiness

8. True

9. Employers prefer workers who are better prepared and who try harder.

10. True

UNIT: Free Enterprise
Lesson 1
Attachment D

GOVERNMENT ROLE

What is our government's role in our economic system? First, let's find out what an economic system is. An ECONOMIC SYSTEM refers to the way a society is organized to make decisions concerning the use of its resources. It must make decisions such as what to produce, how to produce, and for whom to produce. There are various types of economic systems and these vary according to the GOVERNMENT'S ROLE in the system or the degree of government control. There are three basic types of economic systems: CAPITALISM or the free enterprise system, SOCIALISM, and COMMUNISM. A pure free enterprise system exists only in theory because there must be some degree of government control in any system. The United States is an example of modified free enterprise or MODIFIED CAPITALISM. The government has a limited role and the individual has many rights and decisions within the system. The modified free enterprise makes this possible. For example, there is the right to private prosperity: to own, use, or sell. There is also the right to make a profit. This is the incentive or motivation factor in our economy. There is also the right to try to work at whatever job an individual strives toward and the right to go into business. These basic rights distinguish the modified free enterprise system from the communist or socialist systems in which there is greater or total government control.

All governments dictate certain REGULATIONS, orders or rules, but these are far less in a modified free enterprise system. The greater the government's role and the more regulations that are dictated, the more the system shifts from the modified free enterprise toward socialism and communism. As consumers, we benefit from these regulations, but we must also pay for them. Taxes are paid to finance regulations.

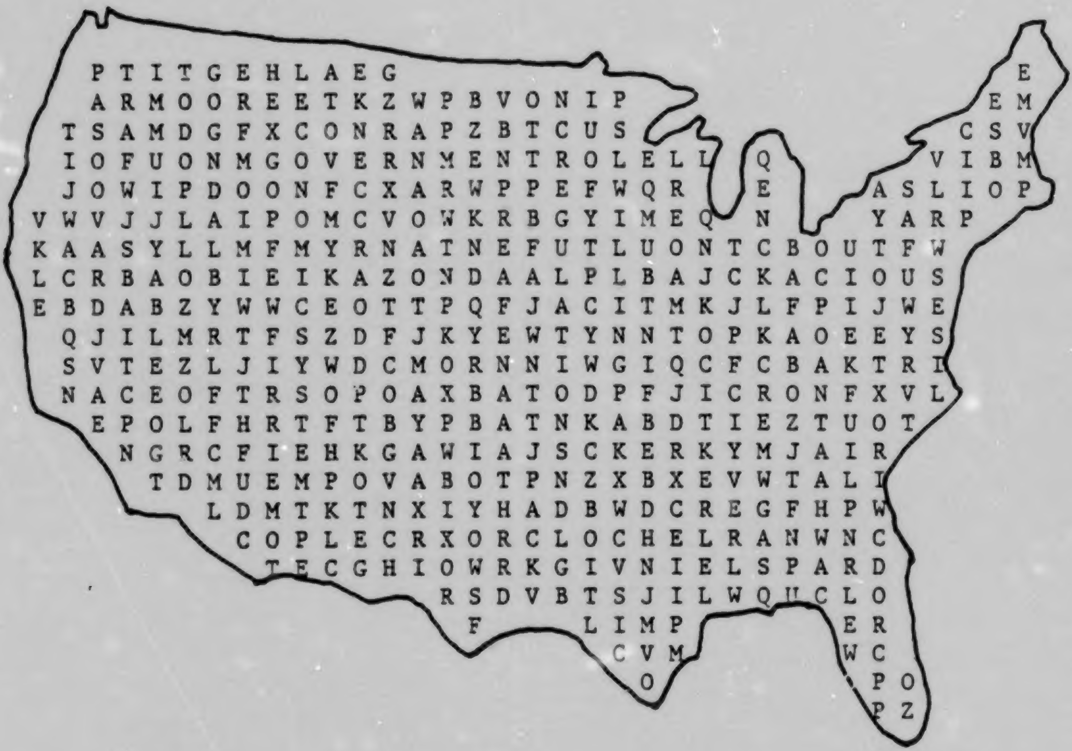
In America, our government's role in the market system includes the responsibilities of assistance, protection, and regulations. This gives a degree of freedom to the individual for purchasing goods and offering them for sale. Regulations are placed on business activities so that there is protection of public health and fair competition works freely. It provides protection so that the rights and freedoms of individuals are not abused; for example, the minimum wage laws. The government promotes stabilization and economic growth through economic programs and policies, as well as by contributing our money to provide for groups who are poor due to circumstances beyond their control. The government also produces goods and services, such as more highways and better education, as well as research and experimentation. It is continuously creating and regulating money and providing consumer and business protection through published reports.

As you can see, the government's role is not that of gaining profit and competition, but is to benefit the largest number of people possible. Workers have the right to make decisions concerning their jobs and businesses while at the same time they are regulated and assisted by our government.

South Carolina Department of Education. **American Free Enterprise System —Student Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 1
Attachment E

LEARNING ACTIVITY — GOVERNMENT ROLE



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    E P O L F H R T F T B Y P B A T N K A B D T I E Z T U O T
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                            R S D V B T S J I L W Q U C L O
                              F       L I M P           E R
                                        C V M           W C
                                          O               P O
                                                          P Z
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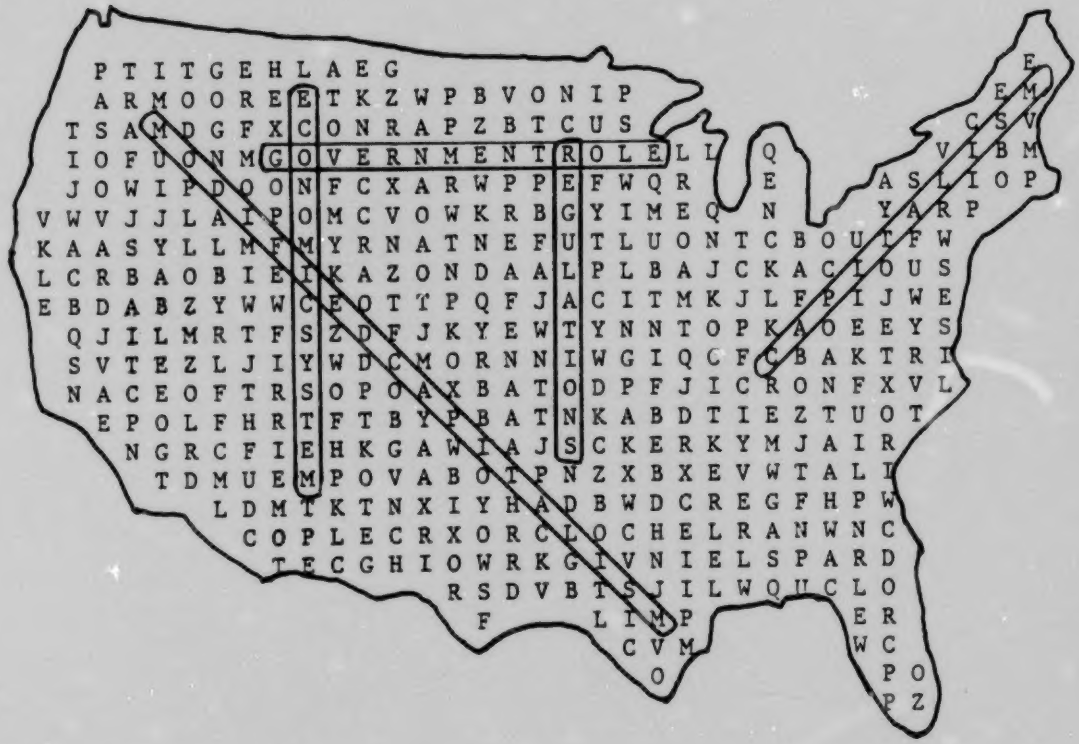
Find and circle the terms found in the preceeding section. They may be either vertical, horizontal, or diagonal.

South Carolina Department of Education. **American Free Enterprise System — Teacher's Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 1
Attachment F

ANSWER KEY


P T I T G E H L A E G E
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I O F U O N M G O V E R N M E N T R O L E L L Q V I B M
J O W I P D O O N F C X A R W P P E F W Q R E A S L I O P
V W V J J L A I P O M C V O W K R B G Y I M E Q N Y A R P
K A A S Y L L M F M Y R N A T N E F U T L U O N T C B O U I F W
L C R B A O B I E I K A Z O N D A A L P L B A J C K A C I O U S
E B D A B Z Y W W C E O T T P Q F J A C I T M K J L F P I J W E
Q J I L M R T F S Z D F J K Y E W T Y N N T O P K A O E E Y S
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N A C E O F T R S O P O A X B A T O D P F J I C R O N F X V L
E P O L F H R T F T B Y P B A T N K A B D T I E Z T U O T
N G R C F I E H K G A W I A J S C K E R K Y M J A I R
T D M U E M P O V A B O T P N Z X B X E V W T A L I
L D M T K T N X I Y H A D B W D C R E G F H P W
C O P L E C R X O R C L O C H E L R A N W N C
T E C G H I O W R K G I V N I E L S P A R D
R S D V B T S J I L W Q U C L O
F L I M P E R
C V M W C
O P O
P Z

South Carolina Department of Education. **American Free Enterprise System — Teacher's Manual.** Columbia, S.C., 1978.

UNIT: UNDERSTANDING FREE ENTERPRISE

Lesson 2: Having the Competitive Edge

Educational Concept

For a company to maintain a competitive edge, each worker must cooperate 100%. Often a company, school, race of people, etc. is measured by the impression the public receives. Students have a place in this situation and should realize that they must create the best image possible to give themselves the competitive edge.

Objective(s)

Given the basic information on competitive edges, the student will be able to recognize the importance of the competitive edge in business and in his/her life.

Mastery will be determined by the results of Attachments B and E and the student's general knowledge of the concept of the competitive edge.

Resources Needed

Student Profile Folder
Competition (Attachment A)
Learning Activity — Competition (Attachment B)
Answer Key (Attachment C)
Having the Competitive Edge (Attachment D)
Written Test (Attachment E)
Answers (Attachment F)

Learning Activities

Exercise 1
Distribute Competition (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Direct students to complete the Learning Activity -- Competition (Attachment B). Upon completion, discuss as a group. Use Answer Key (Attachment C) as the basis for discussion.

Exercise 3
Distribute Having the Competitive Edge (Attachment D). Give students time to study the material. Discuss as a group.

Exercise 4
Invite a speaker from the business world to discuss with the students what his/her company does to maintain the competitive edge. Have each student write a brief report on the presentation.

Exercise 5
Direct students to interview a local company manager about how the company maintains a competitive edge. Ask students to report their findings to the class.

Exercise 6
Distribute a copy of the Written Test (Attachment E). Have students complete the test. Grade for mastery using Answers (Attachment F).

Exercise 7
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should contain the written work for Attachments B and E. Students should have completed a brief report on the speaker's presentation and the interview with a business manager.

Other Suggested Resources

Bowen, Elbert V., **Economics — The Science of Common Sense**
Leith, Harold R., and Lumpkin, R. Pierce, **Economics USA**
Mason, Ralph E.; Rath, Patricia M.; and Ross, Herbert L., **Marketing and Distribution**

COMPETITION

What happens when two service stations open on the opposite corners of the street? There is COMPETITION. This simply means that there are two (or more) businesses acting independently to attract customers. It's also an economic freedom -- the right to compete.

How does competition affect the buyers and sellers? Since our economy is based on competition between producers, there is constant change in our economic system. There are many buyers and sellers of products and a single seller can't control the market and form a monopoly. The government wants to keep a competitive environment so that anyone is free to enter a business and compete. This gives individuals a chance to prove themselves, if they desire, as well as use their talents and ideas.

In order to compete, producers are constantly experimenting with and developing new products in order to meet the changing tastes of the public. They may improve an existing product, create a new one, lower the price, or vary the product so that it has the features that a competing product doesn't have. One producer may offer goods and services at a lower price in order to gain more customers and compete. This is known as PRICE COMPETITION. Another producer may offer new innovations, the latest styles, a maintenance service, or a higher quality of goods without reference to price. This consumer attraction is known as NON-PRICE COMPETITION.

Producers also tend to move where the earnings are higher and leave the lower earnings behind. Because of this, raw materials, facilities, and workers are being shifted to these new areas.

The best goods and services will become more successful if the public is made aware of them. Competition is the real decision maker of the business which will be successful. PRODUCT DIFFERENTIATION is all of the competitive devices a business may use in order to make its product more desirable or different from similar products. These include such things as the location of the business, advertising, product quality and design, packaging, and any rendering services a business has such as delivery and charge accounts for its customers.

Competition, as well as being advantageous, limits the profit each business makes. Just the cost of doing business affects its profit. When there are many sellers of the same product, PERFECT COMPETITION occurs since no seller can alter the price of a good by increasing or decreasing the quantity produced. A monopoly, just because there are no others on the market, produces no competition. In between these two situations lies IMPERFECT COMPETION. With a number of sellers having differentiated products, there can be some adjustments made in price and quantity. More of the latter occurs in our economy.

How does competition affect the consumer? Usually through benefits such as new products, lower prices, better services, and improved products. Over the years, competition has made tremendous changes in the growth of the business and products, as well as improving our living conditions. We can say that much progress has been made because of our competitive environment (set by the government). Without it, there is a waste of human and natural resources, and prices tend to be higher.

South Carolina Department of Education. **American Free Enterprise System — Student Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 2
Attachment B

LEARNING ACTIVITY — COMPETITION

Try to think of a word which is associated with competition in some way for each of the following letters. Begin each word with the letter. Your words can be nouns, verbs, adjectives, adverbs, or spoken words.

C ______________________________

O ______________________________

M ______________________________

P ______________________________

E ______________________________

T ______________________________

I ______________________________

T ______________________________

I ______________________________

O ______________________________

N ______________________________

South Carolina Department of Education. **American Free Enterprise System — Teacher's Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 2
Attachment C

ANSWER KEY

Note to teacher: You may choose to collect the papers when students have completed the activity. Call out the words on each sheet without identifying the student and have the students vote for the words they feel are most associated with competition.

Possible Answers

C — Capital, cooperate, check, coin, clearance, catalog, contest, customers, complete, courteous
O — Operate, office, occurs
M — Merchandise, multiply, mass production, market, maintenance
P -- People, pay, payment, penny, prompt, partner, passenger, price(s), producer, product
E — Enterprise, effort, employment, effective(ness), equal, excel, experience, economical
T — Thrifty, think, trade, traffic, timely
I — Individual, industrial, item, independent(ly)
T — Thank you, television, thorough, televise
I — Initiative, incorporate, indoor, indication, innovations
O — Offer, opponent, original
N — Newest, numbers, necessity, nation(al), now

South Carolina Department of Education. **American Free Enterprise — Teacher's Manual.** Columbia, S.C., 1978.

HAVING THE COMPETITIVE EDGE

In order to survive in a free enterprise system, a manufacturer and a business person must always and forever strive to present his/her product to the consumer just a little bit better than his/her competitor. The following list presents some of the ways that this is accomplished.

1. Try to have the best product possible.
2. Hire and keep loyal and dedicated employees.
3. Maintain a good marketing system.
4. Advertise.
5. Package the product as attractively as possible.
6. Make a profit and be willing to reinvest some of this profit back into the business for improvements and expansion.

A good example of a successful company is the Coca-Cola Company. This company is recognized as one of the most successful companies, not only in the U.S. but also in the entire world. Its products are sold in over 130 foreign countries and the U.S. It also had a very humble beginning -- since being perfected in 1886 it has grown to the point that it now sells over 230 million servings of its product daily. The Coca-Cola Company regularly practices the six steps discussed above.

The following facts demonstrate the success of the company.

1. The product, Coca-Cola, is accepted as the best product of its kind in the world - and every person in the organization believes this wholeheartedly.
2. This company pays its employees well and looks out for their health and welfare. Long before the term "fringe benefits" was invented, this company had benefits for its employees. It believes that an educated employee is a better employee and, because of this belief, the company maintains a continuous training program and encourages employees to further their education, often at company expense.
3. In a system of direct sales, no other company equals this one in efficiency. It boasts that Coca-Cola is always within arms reach of everyone.
4. It spends more money advertising a single product than any other company in the world.
5. Its artists and standards committee are constantly at work designing new packaging to make the product more appealing to the consumer.
6. The profits of this company amount to millions of dollars each year and a considerable amount of this profit is reinvested back into the company to insure future growth.

The employee plays a very important role in the success stories of any company. In keeping a competitive edge, a company is often judged by the actions and attitudes of its employees.

When a company is at the top of the business world it means that every other company in the world that manufactures and sells a similiar product is trying to be more competitive. Therefore, the company and its employees must strive and cooperate 24 hours a day to maintain this position. The success and welfare of the employee is dictated by the success of the company.

WRITTEN TEST

1. What is meant by having the competitive edge?

2. List the six steps that any successful company must follow in order to have the competitive edge.

3. Name some companies that you think are successful and tell why you think they have succeeded.

4. Explain why the employee plays an important role in maintaining the competitive edge of his/her company.

5. Name some ways in which you can create or support the competitive edge of your employer.

UNIT: Free Enterprise
Lesson 2
Attachment F

ANSWERS

1. Having the competitive edge means that a manufacturer has a better product that is marketed, packaged, and advertised more efficiently than his/her competitors. As a result, his/her product sells better.

2. a. Try to have the best product possible.
   b. Hire and keep loyal and dedicated employees.
   c. Maintain a good marketing system.
   d. Advertise!
   e. Package the product as attractively as possible.
   f. Make a profit and be willing to plow some of this profit back into the business for improvements and expansion.

3. a. Chevrolet or General Motors
   b. Levi Straus
   c. Ford
   d. General Electric
   e. Toyota
   f. General Foods

   This list could go on and on. These companies are successful because they have followed the six steps for maintaining the competitive edge.

4. The employee represents his/her company and people have a tendency to measure a company by the people who work for it.

5. a. Always try to make a good impression.
   b. Develop a positive attitude about the company.
   c. Say good things about the company and its product.
   d. Buy and use the company's product.

UNIT: UNDERSTANDING FREE ENTERPRISE

Lesson 3: Understanding Profit

Educational Concept

To some people, profit is a dirty word. Students should understand that if a business is to survive and if employees are to have jobs that pay a salary or wages, the business **must** make a profit. Profit is **not** a dirty word -- it is the most important word in any business.

Objective(s)

Given the basics on the concept of profit, the student will:
1. Recognize why profit is necessary.
2. Realize how everyone benefits from it.

Mastery will be determined by the results of Attachment C and the student's general knowledge of profit.

Resources Needed

Student Profile Folder
Profit (Attachment A)
The Importance of Profit (Attachment B)
Written Test (Attachment C)
Answers (Attachment D)
Monolpoly by Parker Brothers

Learning Activities

Exercise 1
Direct students in the playing of **Monopoly** by emphasizing that the main goal is to gain a profit.

Exercise 2
Distribute Profit (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute The Importance of Profit (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 4
Ask a business person to come to class and discuss with the students the importance of profit to both the business and the employee. Have each student write a brief report on the presentation.

Exercise 5
Distribute copies of the Written Test (Attachment C). Have students complete the test. Collect the responses and grade for mastery using Answers (Attachment D).

Exercise 6
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should contain the Written Test (Attachment C) and a brief report on the speaker's presentation.

Other Suggested Resources

Samson, Harland E., and Wingate, John W., **Retail Merchandising**
Shilt, Bernard H.; Everard, Kenneth E.; and Johns, M. John, **Business Principles and Management**
Wilson, Harmond W., and Eyster, Elvin S., **Consumer Economic Problems**

UNIT: Free Enterprise
Lesson 3
Attachment A

PROFIT

When you are employed, you receive an income, right? Well, when businesses work for the production and distribution of goods and services, they receive an income, too. This business income is called PROFIT. But just as you have deductions from your income such as taxes, etc., so do businesses. These deductions may be in the form of expenses for operating the business, taxes, and other revenues. The remaining portion of this income, once expenses are deducted and those who have contributed to production have been paid, is called NET PROFIT. In other words, any expenses that require money to satisfy their needs, such as paying for land or insurance, are deducted from the total money receipts of a firm.

After your deductions, would you be willing to give your remaining income to someone else? That's what happens to business firms in a controlled economy. All profits go to the government. But that's not true in our free enterprise system. Individuals are able to go into business for themselves and earn a profit. They keep what they've worked hard for and this gives an incentive (motive) for accumulating capital. Since our economy is based on the idea of free enterprise, reasons for engaging in the production and distribution of goods and services are more desirable. The idea of PROFIT MOTIVATION provides for individuals the opportunity to achieve the satisfaction of performing a useful service while at the same time receiving a monetary (money) reward for services equal to their skill, effort, and the risk assumed. This is an "incentive payment" to the entrepreneur!

Our government's stability is the basis for economic development. Economic growth depends on capital formation. Businesses are able to expand and keep abreast of various changes in the demand of consumers by reinvesting their accumulated profits. They may decide to expand, repay loans, create new jobs, or improve competitiveness. They are, in other words, investing their own capital.

Do all businesses make a profit? Not always. In some cases, a high rate of profit must be earned in addition to what is required to run the business, so that the businesses can continue to operate when there are no profits. Expenses may increase while income does not. Many businesses borrow money to make a profit to improve their ability to earn.

How do businesses keep account of whether or not they're operating with profit? Most businesses use a PROFIT-LOSS STATEMENT which is a record that shows the progress of a firm over a period of time. This is essential to the operation of the marketing process.

A business can increase its profit by increasing sales, raising prices, or reducing expenses. In addition, a firm may distribute its profits to its employees by PROFIT-SHARING (an incentive program for production).

South Carolina Department of Education. **American Free Enterprise System —Student Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 3
Attachment B

THE IMPORTANCE OF PROFIT

Put very simply, profit is the amount of money that a manufacturer or a business has left over when all costs and expenses have been paid. Without profit, a business cannot survive, jobs would be lost, and employees would not be paid. Among the costs and expenses that must be paid by every manufacturer and business are the following items.

1. Rent or depreciation on buildings and equipment
2. Cost of manufacture or purchase of product to sell
3. Salaries and wages for employees
4. Cost of insurance -- FICA, employee insurance through Workmen's Compensation, and other company insurance
5. Taxes
6. Cost of fringe benefits for employees
7. Reinvestment for expansion, repairs, and upgrading of equipment

Often, one hears a worker grumbling and saying, "Why should I work hard, I just make minimum wage." (In 1984 this amount was $3.35 per hour.) The business person, however, cannot look at it in this manner. By the time the employer pays his/her share of fringe benefits -- such as Workmen's Compensation (of which the employer pays 100%), the matching share of Social Security Insurance (almost seven cents on every dollar the employee earns), vacation pay for the employee, and his/her contribution to employee insurance, retirement plans, bonuses, etc., the business person has invested approximately six dollars per hour in a minimum wage employee. If this employee does not produce more than six dollars per hour, there will be no profit, the business will fail, and all employees will lose their jobs.

In order to begin a business, a person must have money with which to equip the operation. The money is called CAPITAL INVESTMENT. Often, the person doesn't have enough money to do this and must sell shares in this venture. The people who buy shares in this business are called STOCKHOLDERS and at the end of each business year they receive a share of the profit. This return on their investment is called a DIVIDEND. In a sense, every employee in a business is a stockholder. He/she invests his/her time and abilities for a share of the profit. The business person must get a share of the profit as a salary and, as is only fair, a share to help recoup his/her CAPITAL INVESTMENT. A good business person will also reinvest a part of the profit back into the business for future growth.

Profit is the most important word in every business. Because of it, everyone -- the employer, the employee and the stockholder -- benefits.

WRITTEN TEST

1. What is meant by profit?
2. What happens when a business does not make a profit?
3. What are some of the costs and expenses that must be paid by a business?
4. What percentage of Workmen's Compensation does the employee pay?
5. Name some fringe benefits that workers enjoy.
6. What is capital investment?
7. What is the name of the profits a stockholder receives?
8. What does a good business person do with his/her share of the profits?
9. What is the share an employer pays for an employee's Social Security Insurance?

ANSWERS

1. Put very simply, profit is the amount of money that a business or a manufacturer has left over when all expenses and costs have been paid.

2. This business closes down and jobs are lost.

3. a. Rent or depreciation on buildings and equipment
   b. Cost of manufacture or purchase of product to sell
   c. Salaries and wages for employees
   d. Cost of the various kinds of insurance needed by a business
   e. Taxes
   f. "Fringe benefits" for employees
   g. Reinvestment for expansion, repairs, and upgrading equipment

4. None

5. Workmen's Compensation, vacations, insurance, pensions or retirement plans, clothing allowances, credit unions, etc.

6. Capital investment is the money needed to invest in a business.

7. Dividends

8. He/she reinvests some of it in the company.

9. The employer pays an equal share.

UNIT: UNDERSTANDING FREE ENTERPRISE

Lesson 4: Importance of Production

Educational Concept

America has grown great because of her outstanding feats of production and the quality of the merchandise she has produced. Students should know that this is not because of a happy accident but is the result of the desire of American manufacturers to strive for excellence and the demand of American consumers in the free enterprise system for excellence. It is also vitally important that the student realize that there are laws that protect both the manufacturer and the consumer.

Objective(s)

Given the basic information on production, the student will:

1. Recognize that most good companies try to produce a good product.
2. Be cognizant of the reasons why companies do so.
3. Identify terms on the concept of production.

Mastery will be determined by the results of Attachment B and the student's general knowledge of production.

Resources Needed

Student Profile Folder
Production (Attachment A)
Learning Activity — Production (Attachment B)
Answer Key (Attachment C)
Importance of a Good Product (Attachment D)
Written Test (Attachment E)
Answers (Attachment F)

Learning Activities

Exercise 1
Distribute Production (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Learning Activity — Production (Attachment B). Direct students to find and circle the terms found in Production (Attachment A). Using Answer Key (Attachment C), instruct students to correct their sheets.

Exercise 3
Distribute Importance of a Good Product (Attachment D). Give students time to study the material. Discuss as a group.

Exercise 4
Invite the manager of some local business or industry to class to discuss the product his/her company manufactures and its worth. Have each student write a brief report on the presentation.

Exercise 5
Assign a research report on one of these topics. These are all national products which are locally represented and information should be readily available. Include background, marketing methods, consumer appeal, product quality, etc.

Chevrolet
Frigidaire
Calvin Klein
Coca-Cola
Levis
Timex

Exercise 6
Distribute a copy of the Written Test (Attachment E). Have students complete the test. Grade for mastery using Answers (Attachment F).

Exercise 7
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should contain the written work for Attachments B and E. Students should have also completed an in-depth research report on one of the national products and a brief report on the speaker's presentation.

Other Suggested Resources

Worthy, **What Employers Want**

UNIT: Free Enterprise
Lesson 4
Attachment A

PRODUCTION

How does our economy take nature's products and change them into valuable consumer goods? By the creation of utility, otherwise known as PRODUCTION. If a good or service is useful to the consumer, then it is said to have UTILITY or it satisfies human needs and wants.

In order for usefulness to be achieved, things must be given new physical forms or possess FORM UTILITY; be in a place where customers can readily obtain them, PLACE UTILITY; while being available at the time needed, TIME UTILITY; and finally be purchased from the retailer to use, POSSESSION UTILITY. Before they are consumed, they already possess these four utilities.

How then, do we as an economy produce the goods that consumers want and need? Our economy must make certain decisions about production, since production is a necessary part of our economic system. Those decisions include what to produce, how to produce, how much to produce, and for whom to produce. By finding out what consumers need, or in other terms, demand, the producers are able to supply the appropriate goods. Thus, production is determined by demand.

To be highly developed or efficient in how we increase production and reduce costs will depend on our technological advances. Any time a producer can become more efficient, she/he can better compete with other producers and make a profit. Not only does the producer need to become more efficient, but also more creative in order to produce new and better products. With modern technology, large factories and large dollar investments are required since a few large firms can supply lower cost items than many small ones can manufacture.

By manufacturing large quantities of the same kind of article using machines in modern factories, producers can lower the costs of production. This is called MASS PRODUCTION.

How much a nation can produce depends on its available inputs, resources, or factors of production such as land, labor, capital, and entrepreneurship. LAND includes all our natural resources such as land, water, minerals, fuels and metals. All methods of performing mental and physical efforts are referred to as LABOR. CAPITAL is the sum total of money, buildings, and equipment invested in the operation of a business, and ENTREPRENEURSHIP refers to the extraordinary ability of a person who operates or manages any enterprise and takes a risk to make a profit. By using these four factors of production, a nation specializes in producing those goods at which it is best. Because it does this, the nation can operate on a larger scale than would be possible if it produced only for the home market, thus lowering the cost per unit of goods.

These produced goods must get to the ultimate consumer. The way the product gets from the producer to the customer is referred to as the CHANNELS OF DISTRIBUTION.

South Carolina Department of Education. **American Free Enterprise System —Student Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 4
Attachment B

LEARNING ACTIVITY — PRODUCTION

Find and circle the words found in this section. They may be either horizontal, vertical, or diagonal.

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D C E M Z A T I P B S O I T U L Y C E T V I P
O B P A Z T N O Z P I L B A R T N C S O A L O
E C D T I A U T Z Y P L A C I L I T Y P T G S
P P L M L T Z B D A R N Z L T L I Y N O T S S
G R C T M C B N T Z O O I C C G Q I T D G Y E
T R Z A N L J T D V D T R C F T O R V T M T S
L O S R T I O K T O U A C D E K T C A L E M S
N H G B H R O D Z E C T A Q Z T B O N C I G I
B L F T V C S N C E T N Q S E R M N P B N R O
C M D P F J Z A V C I M B M R F A R G R I T N
O L C E K H L L G X O F J L O T U I V F S Q U
T H O V W P Y Q A C N G T O L H I T N T I V T
P Z Q P W I M T T I L H R N C U W Q I A L T I
T S B N O H I W G I M C O C D M I R V L M A L
C T M W C S A L Z Y T I L I T U M R O F I L I
D L O A O R P T T C T I R V H J R E B F G T T
G B L W L U R N P C Z W T I M E U T I L I T Y
Q P O C R E F T U Z G P N C C O R Q A P T S G
P V C A V N H D W T X R P Q T C T T L R M A E
S S R E M E O I R M O Q C M T W I O O L D Z O
B M N O L R W O T C L I T R V P T R I R F K B
R Q C O P P M C V O S R W Q A V D C R T V T D
C V I S V E U F G T O U V C B C B M B C Q C M
S P S C T R C I S B T C C O S K T Q L S O A R
F A B P S T H C A Z B K I R X W O T S V T H K
M C H A N N E L S O F D I S T R I B U T I O N
V O U W R E L N O V M S S R I B D R M T Z W E
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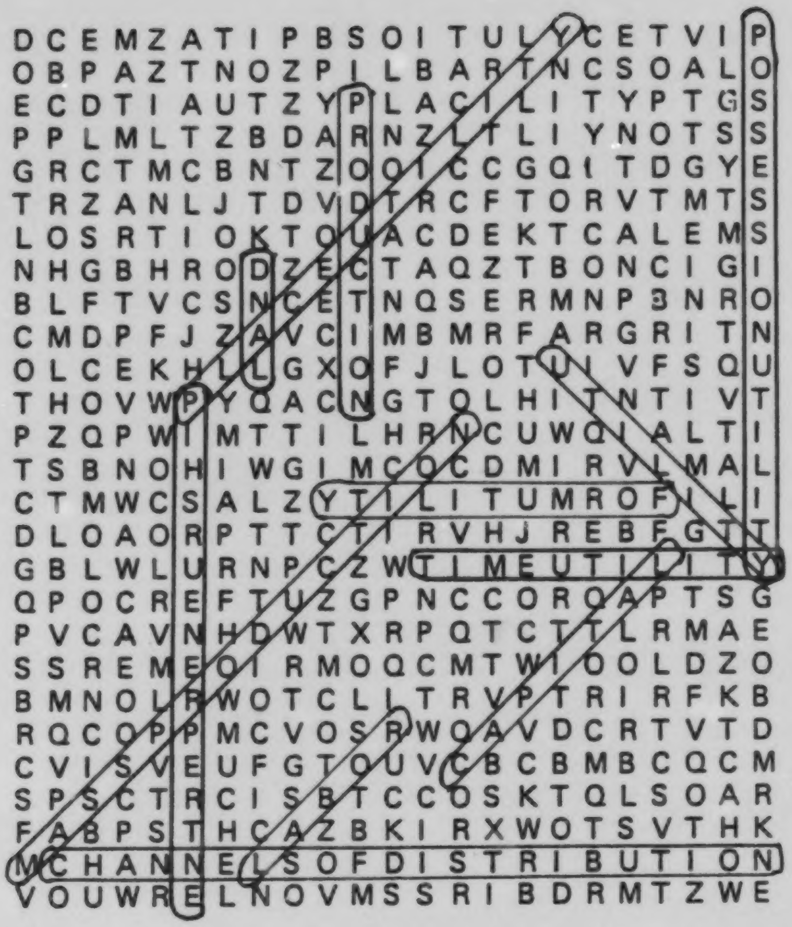
South Carolina Department of Education. **American Free Enterprise System — Teacher's Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 4
Attachment C

ANSWER KEY



D C E M Z A T I P B S O I T U L Y C E T V I P
O B P A Z T N O Z P I L B A R T N C S O A L O
E C D T I A U T Z Y P L A C I L I T Y P T G S
P P L M L T Z B D A R N Z L T L I Y N O T S S
G R C T M C B N T Z O O I C C G Q I T D G Y E
T R Z A N L J T D V D T R C F T O R V T M T S
L O S R T I O K T O U A C D E K T C A L E M S
N H G B H R O D Z E C T A Q Z T B O N C I G I
B L F T V C S N C E T N Q S E R M N P B N R O
C M D P F J Z A V C I M B M R F A R G R I T N
O L C E K H L L G X O F J L O T U I V F S Q U
T H O V W P Y Q A C N G T O L H I T N T I V T
P Z Q P W I M T T I L H R N C U W Q I A L T I
T S B N O H I W G I M C O C D M I R V L M A L
C T M W C S A L Z Y T I L I T U M R O F I L I
D L O A O R P T T C T I R V H J R E B F G T T
G B L W L U R N P C Z W T I M E U T I L I T Y
Q P O C R E F T U Z G P N C C O R Q A P T S G
P V C A V N H D W T X R P Q T C T T L R M A E
S S R E M E O I R M O Q C M T W I O O L D Z O
B M N O L R W O T C L L T R V P T R I R F K B
R Q C O P P M C V O S R W O A V D C R T V T D
C V I S V E U F G T O U V C B C B M B C Q C M
S P S C T R C I S B T C C O S K T Q L S O A R
F A B P S T H C A Z B K I R X W O T S V T H K
M C H A N N E L S O F D I S T R I B U T I O N
V O U W R E L N O V M S S R I B D R M T Z W E

South Carolina Department of Education. **American Free Enterprise System — Teacher's Manual.** Columbia, S.C., 1978.

IMPORTANCE OF A GOOD PRODUCT

Having a good product is the most valuable asset that a business can possess. Companies with outstanding products protect them by either a patent or a copyright, a procedure which prevents other businesses and industries from copying their product. Once a product is covered by a patent or copyright, the product is protected from imitation or infringement by the laws of the land. Nevertheless, many products are imitated and this situation usually results in lawsuits with the original patent holder suing the imitator for infringement of rights. Although many imitators are successful with their imitation, discriminating customers can usually sense the difference and purchase only the best product.

As we mentioned in the introduction to "Understanding Free Enterprise," consumers in a free enterprise system are free to buy anything they wish. This fact makes business and industry continually strive to have the best product possible and to improve the product at every opportunity. This is where good companies reinvest some of their profits.

Basically, the American public is quality conscious and delights in buying only the best in food stuffs, clothing, appliances, automobiles, and the myriad of other things that make the lifestyles of Americans the finest in the world.

Companies must also manufacture and sell a good product because consumers are protected by laws that guard their rights. The Food and Drug Administration (FDA) checks the labels on products. Under the Truth in Packaging Law, the product label must be truthful. It cannot mislead the consumer about what is in the product or what the product can do. If the label is not accurate, the FDA will make the company change the product or remove it from the market.

The Federal Trade Commission enforces laws to control advertising so that the consumer will know what to expect of any product he/she buys. This agency's authority also comes from the Truth in Packaging Law. This agency is usually referred to by its initials, FTC, and upholds the premise that advertising must not mislead the consumer or misrepresent the product.

The Consumer Product Safety Commission came into being as the result of a law that was passed in 1972. This law protects consumers from products or equipment that could harm the user. The responsibility of this Commission is to decide on safety standards for products. The 1972 law is a part of the Consumer Product Safety Act and contains three purposes.

1. To protect people from injuries caused by consumer products
2. To help the consumer judge the safety of the product
3. To encourage companies to develop products that meet safety standards

This commission will take a product off the market if it is not safe for the user.

Based on this information, you can see that there are any number of reasons why a company strives to have the best product possible. Having a good product and believing in this product are the prime reasons that American business and industry lead the rest of the world in quality. Check it out — they imitate us.

WRITTEN TEST

1. What does a patent do for a product?

2. Why does a business person or industry strive to produce and sell a good product?

3. Does a manufacturer consider a good product an asset or a liability?

4. Does a manufacturer have protection from imitators? If so, how?

5. Why does a good business person or manufacturer reinvest some of his/her profits back into the company?

6. Define quality conscious.

7. If a manufacturer produces shoddy products and tries to sell these products, does the consumer (buyer) have any protection?

8. Name three agencies that offer protection to the American consumer and tell what each agency does.

9. Given a choice, would you rather live under a communist system, a socialistic system, or a capitalistic system? Why?

UNIT: Free Enterprise
Lesson 4
Attachment F

ANSWERS

1. A patent protects the owner of a product from having someone else imitate this product.

2. A good product is the most valuable asset that any business can possess. In our free enterprise system, people are free to purchase anything that they can afford or wish to purchase and usually buy the best.

3. A good product is a definite asset.

4. Yes, the manufacturer has protection under the U.S. Patent Laws.

5. A good business person will reinvest a part of the profits back into the business. This will enable him/her to continually improve their product to meet the demands of the consumer.

6. Quality conscious simply means that Americans wish to have and to buy the best product possible.

7. Yes, the consumer is protected from shoddy products.

8. a. The Food and Drug Administration checks the labeling of products. Contents must be listed on labels and the consumer must not be misled. Labels must be truthful.

   b. The Federal Trade Commission enforces laws to control advertising. Advertising must not mislead the consumer or misrepresent the product.

   c. The Consumer Product Safety Commission protects consumers from products or equipment that could harm the user.

9. The answer to this question is student opinion. Hopefully he/she will choose the free enterprise system.

UNIT: UNDERSTANDING FREE ENTERPRISE

Lesson 5: Supply and Demand

Educational Concept

The critical balance between supply and demand is the secret to profits and success in any business venture. Hopefully, many students will at some time in their lifetime operate their own business. This situation would enable them to identify the critical balance.

Objective

Given basic information on supply and demand, the student will:

1. State why plants sometimes close for short periods of time and why layoffs are necessary for the manufacturer or business person.
2. Discuss the importance of the critical balance between supply and demand.

Mastery will be determined by the results of Attachment D and the student's general knowledge of supply and demand.

Resources Needed

Student Profile Folder
Supply and Demand (Attachment A)
Summarizing Supply and Demand (Attachment B)
Learning Activity -- Supply and Demand (Attachment C)
Written Test (Attachment D)
Answers (Attachment E)

Learning Activities

Exercise 1
Distribute Supply and Demand (Attachment A). Give students time to study the material and discuss as a group.

Exercise 2
Distribute Summarizing Supply and Demand (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Invite a business person or industry representative to visit the class and discuss the importance of supply and demand. Have each student write a brief report on the presentation.

Exercise 4
Distribute Learning Activity -- Supply and Demand (Attachment C). Direct students in writing news headlines and newspaper articles. Discuss student responses as a group.

Exercise 5
Distribute copies of the Written Test (Attachment D). Have students complete the test. Grade for mastery using Answers (Attachment E).

Exercise 6
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should contain the written answers to Attachments C and D. Students should also have completed the brief report on the speaker's presentation.

Follow-Up (or Outside Class) Activities

Ask students to visit local businesses or factories and interview managers or buyers on the subject of supply and demand and how it affects their businesses.

Unit: Free Enterprise
Lesson 5
Attachment A

SUPPLY AND DEMAND

What our economy produces is determined by what people will pay for various amounts of a good in relation to what it costs to produce it. This shows how our economy fits together and works. SUPPLY refers to the amount of economic goods offered by a supplier for sale at a given time and price. DEMAND, in return, refers to the desire and ability by a consumer to purchase these economic goods at different prices. In the free marketplace, demand determines the balance of supply and actually directs the economy. To determine the demand by the consumers, the wants and incomes of the consumer must be known.

Since goods are flowing out of the market to the buyers (those purchasing the goods for resale), then how do the goods get into the market? From sellers, of course! Sellers produce the goods and put them into the market place. To keep these goods flowing to and from the market, supply should be balanced with the changing demand of goods and services.

The supply and demand theory affects our economy in various ways: the prices of goods and services or the market value, the prices of raw materials, the careers people choose, the jobs they get as well as the wages they are paid, the number of similar businesses, and the interest we pay when borrowing money.

When there are many goods available for sale, the price goes down. This is known as the LAW OF SUPPLY. When there are few goods in the market and people want them, the price goes up. This is the LAW OF DEMAND. An example would be: suppose you bought a dozen apples last week for 89 cents. The demand increases while the supply does not, however, so the following week you may pay 99 cents for a dozen. All the time, supply and demand are trying to level off or move toward the middle so that the quantity offered for sale is exactly equal to the quantity demanded by the purchasers. As the supply increases, prices are lowered until eventually the price equals the cost of production. This is EQUILIBRIUM MARKET PRICE -- just the right price. It is low and high enough so that sellers want to sell and buyers want to buy. Thus, the quantity demanded equals the quantity supplied. There is no shortage or surplus of goods. Do you suppose the buyers and sellers are really happy? Of course not! Sellers are continuously wanting higher prices for their goods while buyers are desiring to purchase at lower prices.

As consumer prices rise, new suppliers or sellers are attracted to the market until a new higher market equilibrium price is reached. When the supply is large and the demand is low, the buyer has a bargaining advantage known as the BUYER'S MARKET. The seller has the bargaining advantage known as SELLER'S MARKET when the supply is low and the demand is high.

The careers people choose, available jobs, and wages earned are affected by supply and demand. When people are buying less than what economy is producing, unemployment increases because production goes down and vice versa. Salaries are determined in the labor market by supply of and demand for workers in particular occupations. High salaries are a signal to train for and enter certain occupations because demand is large relative to supply. Low wages are a signal to leave or not enter a particular occupation because supply is large and demand is low.

South Carolina Department of Education. **American Free Enterprise System —Student Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 5
Attachment B

SUMMARIZING SUPPLY AND DEMAND

Recently, a certain textile manufacturer closed a plant for two weeks. Warehouses were filled with manufactured goods that were not selling as fast as the plant could produce these goods. This meant that the manufacturer was overstocked in inventory and did not wish to manufacture more goods until this inventory was depleted. INVENTORY is the amount of goods that a business person or manufacturer keeps on hand to fill the orders that the salespeople are selling. When sales are slow, inventories must be reduced. When this textile manufacturer closed the plant for two weeks to reduce inventory, this also meant that employees were laid off or out of work for two weeks. A situation like this affects everyone — the grocer, the service station owner, the movie houses, retailers, and so on down the line -- because the worker has no money to spend.

To put it very simply, SUPPLY is the amount of goods that a company or a country can produce and DEMAND is the amount of these goods, foodstuffs, and needs that a consumer is willing or able to buy. There is a critical balance between the two, however. As long as demand equals or exceeds supply, everything works smoothly. Plants operate on a full or regular schedule and employees are steadily employed. To achieve this critical balance between the two, manufacturers must study the market constantly. Educated forecasts must be made as to just how much to manufacture and how well the product is selling. This study is called ECONOMICS and most manufacturers have trained specialists in this area on their payroll or pay an outside firm to do this study for them.

Sometimes imports from other countries drastically affect supply. When the American public begins buying more imported goods than they do American-made goods, the demand for American goods drops and manufacturers are again faced with overstocking of inventories. This, of course, results in the closing of plants, layoffs, and employees out of work and out of earnings. The sad and vicious cycle begins all over again and everyone is affected.

In a free enterprise system, the consumer is boss because his/her purchases or demands determine the manufacture or supply of goods.

Supply and demand determines the amount of profit made by a plant or a business person. As long as the critical balance is maintained, profits are steady and everyone benefits. But when supply exceeds demand, the plant owner or business person has money tied up in the excess inventory and no profit is made. Then again, everyone suffers.

UNIT: Free Enterprise
Lesson 5
Attachment C

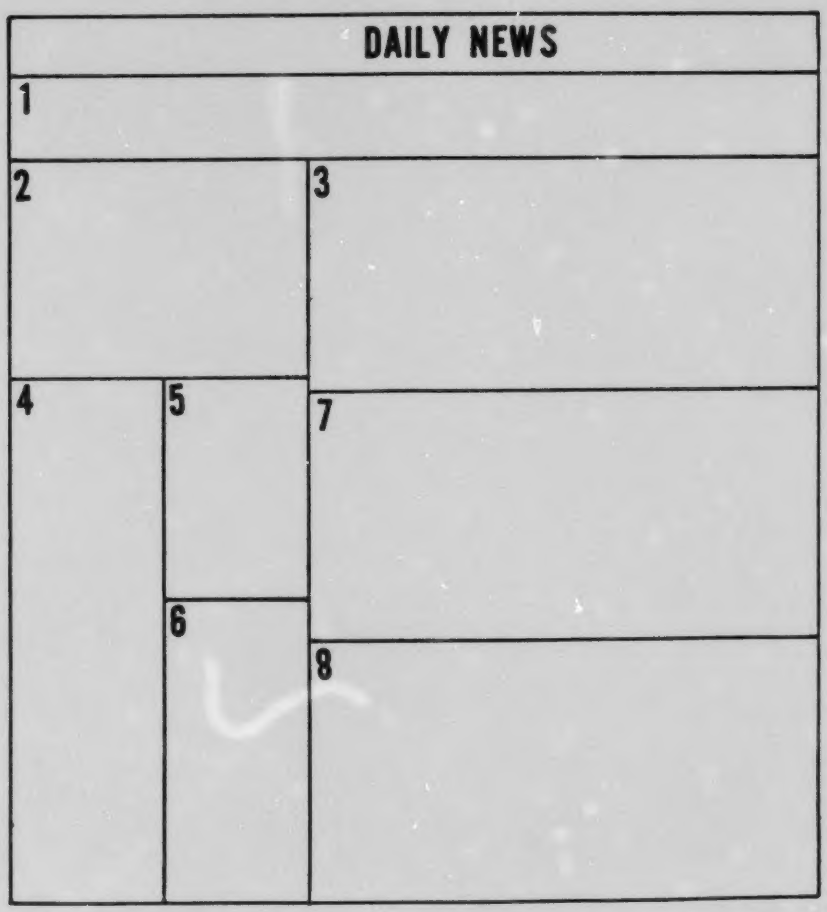
LEARNING ACTIVITY — SUPPLY AND DEMAND

I. Use the following newspaper layout as a guide to write headlines and article titles for a day when the supply of paper is cut by 80%. The titles should tell how the decrease in supply is affecting these groups.

1. Major headline
2. Schools and teachers
3. Paper manufacturers
4. Package manufacturers
5. Housewives
6. Students
7. Government
8. Department stores

II. Use the same newspaper layout and write article headings for an 80% increase in the supply of paper.

III. Select one title from each area (increase in supply and decrease in supply) and write the article on the back of the activity sheet.



South Carolina Department of Education. **American Free Enterprise — Teacher's Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 5
Attachment D

WRITTEN TEST

1. What is meant by supply and demand?
2. Who suffers when supply exceeds demand?
3. What effects do imports have on supply?
4. Why is the consumer called the boss in American business?
5. How does a manufacturer determine just how much of a product to produce?

ANSWERS

1. Supply is the amount of goods that a company or a country can produce and demand is the amount of these goods, foodstuffs, and needs that a consumer is willing or able to buy.

2. The first to suffer is the manufacturer and then the worker because this situation usually results in layoffs and unemployment.

3. When imports are excessive and sell at a cheaper price than American goods, the sale of American goods slows down. This creates an overstocking of inventories which results in layoffs and unemployment.

4. The consumer is boss because in a free enterprise system, the consumer can buy what, where, and when he/she pleases.

5. A manufacturer determines the level of productivity by a constant study of the market. This is called economics or market analysis and is conducted by people trained in this area to forecast sales, etc.

UNIT: UNDERSTANDING FREE ENTERPRISE

Lesson 6: Impact of Unions on Industry

Educational Concept

Students need to know that the conditions that now exist in industry have not always been as good as they are now and that unions have played a major role in improving working conditions. This lesson will give students a basic idea of what conditions were in the past and what conditions are now. Students will also understand that unions have worked to both the benefit and the detriment of industry and the employee.

Objective(s)

Given the basic story of unions and their impact, the student will appreciate the improved conditions that they will enjoy when they enter the world of work.

Mastery will be determined by the results of Attachments B, E and G and the student's general knowledge of labor unions as identified in this lesson.

Resources Needed

Student Profile Folder
Impact of Unions on Industry (Attachment A)
Learning Activity — Widgets (Attachment B)
Answer Key (Attachment C)
Learning Simulation (Attachment D)
Written Test No. 1 (Attachment E)
Answers (Attachment F)
Written Test No. 2 (Attachment G)

Learning Activities

Exercise 1
Distribute Impact of Unions on Industry (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Learning Activity — Widgets (Attachment B). Direct students to complete the exercise. Discuss as a group using Answer Key (Attachment C) as a guide.

Exercise 3
Use the situation where the entire class is working in industry and not satisfied with the rate of pay and the working conditions (Attachment D). Divide the students into groups of four. Ask the students to analyze the situation, look for solutions to the questions, and come to a decision as to the need for a labor union.

Exercise 4
Distribute copies of the Written Tests No. 1 and No. 2 (Attchments E and G). Have students complete the two tests. Grade for mastery using Answers (Attachment F).

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should contain answers to Attachments B, E and G. Students should have also participated in the group situation.

Other Suggested Resources

Enterprise Square, USA
- **5-Day Mini-Course on Free Enterprise**
- **Apple II Computer Software Package on Free Enterprise**

American Economic Foundation
- **How We Live**
- **Ten Pillars of Economic Wisdom**

American Federation of Labor and Congress of Industrial Organizations
- **This Is the AFL-CIO**
- **Why Unions?**
- **Collective Bargaining: Democracy on the Job**
- **Union Security**
- **Unions in America**
- **Free Trade Unions — Force for Democracy**
- **A Short History of American Labor**

American Institute of Cooperation
- **Business in Our Community**
- **How We Organize to Do Business in America**
- **Educational Materials Brochure**
- **Cooperative Laws in the USA**
- **Cooperatives — Why Use Them**
- **Facts About Cooperatives and Taxation**

Follow-Up (or Outside Class) Activities

1. Assign a research activity on labor unions in past decades comparing them to labor unions in the 1980's.
2. Ask students to identify states with the highest labor union membership and those states with the lowest union membership. Identify the amount of industry in each of those respective groups.

UNIT: Free Enterprise
Lesson 6
Attachment A

IMPACT OF UNIONS ON INDUSTRY

Only a few short years ago, men, women, and even children as young as 8, 9, and 10 years old worked 12 to 14 hours a day, 6 days a week. Women and children worked alongside men, but they were not paid as much. There was no such thing as overtime, wages were very low, and working conditions were terrible. There were no laws to protect the safety of workers and sanitary conditions were non-existent. Workers had no rights and were at the mercy of supervisors and employers. Workers were abused a great deal in those days and the time finally came when they protested. The way they chose to protest was to organize themselves into labor unions in order to have strength in fighting for their rights. Industry would not listen to the complaints of workers and would fire them with no justification. With labor unions, however, the combined strength of all workers was as strong as that of the company. This situation resulted in the passage of many laws that protected the rights of workers.

As labor unions became powerful, however, they too sometimes tended to abuse workers. Consequently laws were passed to curb or control unions. Here are three of these acts and how they protect the worker.

1. **The National Relations Act of 1935,** known as the Wagoner Act. This act affirms the workers' rights to organize and bargain collectively.

2. **Labor Management Act of 1947.** This act is also known as the Taft-Hartley Labor Act and sets controls on union functions. This act outlawed secondary boycotts and closed shops.

3. **Labor Reform Act of 1959.** Sometimes referred to as the Landrum-Griffin Act, this law further amended the labor relations laws in order to tighten control over unions. It prohibits unions from raising the dues of their members without a vote by the membership.

Some of the commonly used terms in the "language of unions" are defined below.

ARBITRATION -- This is a method of settling disputes between labor and management whereby the two parties agree on the choice of an impartial chairperson who decides the issue at hand. This person is usually from the National Labor Relations Board.

BLACKLIST -- This is a list of people who cause trouble or agitate for a strike. This list is circulated among employers and its use is considered an unfair labor practice.

BOYCOTT -- This is an organized attempt by unions to keep the products of a named manufacturer from being purchased or sold.

CHECK-OFF -- This is an agreement between the employer, the employee, and the union according to contract whereby the employer deducts union dues from an employee's pay and sends it directly to the union.

CLOSED SHOP -- This is a place of employment in which only union members may work and where only union members are hired.

COLLECTIVE BARGAINING -- This is the settlement of labor disputes between union leaders and management by discussions.

OPEN SHOP -- This is a company in which workers do not need to belong to a union. Some states, including South Carolina, have right to work laws which support this principle.

STRIKE -- This is a temporary stoppage of work used to force an employer to give into the demands of employees through their union.

CONTRACT -- This is the agreement between management and union with regard to such things as wages, hours worked, insurance, pension plans, profit sharing, and many other fringe benefits for employees.

Because of labor unions, many laws have been passed to benefit the worker. There are laws that regulate wages, laws that make an employer pay overtime for hours worked beyond the designated work week, laws that regulate the age when young people can enter the work force, laws that regulate the safety of employees, laws that control the environment of the work place, and laws that allow a worker to air his/her complaints without the threat of being fired.

The combination of these laws and unions has had an impact on industry. The greatest benefit stems from the fact that now the worker cannot be exploited. Companies, even those without unions, are presently interested in the welfare of employees and have found that a healthy, well-paid, happy employee is more productive. This type employee makes profits grow.

Although unions have been a blessing to exploited employees in many instances, there have been times when union demands have been crippling to industry. One of the best examples is the automobile industry. Strong union protection for workers in this industry caused wages to sky rocket to unbelievable heights ($22 per hour in 1984), provided job security no matter what the quality of production, allowed sloppy work, allowed workers to strike for months at a time, and promoted unreasonable demands on industry. These factors forced the price of automobiles to grow beyond reason and the quality of the finished product to be so poor that sales were lost to foreign competition. The resultant plant closings and layoffs had a domino effect on other industries -- steel mills, textile suppliers, and tire manufacturers all suffered. Countless small industries that supplied parts for the manufacture of autos and relied on this business for their livelihood faltered. This situation was a real crisis for the automobile industry and a good example of the sometimes cripping effects of unions.

LEARNING ACTIVITY — WIDGETS

Suppose you have just formed a business to make "widgets." The materials needed to make widgets are steel and wood. Steel is 65 cents per pound and a cubic foot of wood cost 35 cents. To make one widget, you use 2 pounds of steel and 2 cubic feet of wood. It takes three people one hour each to make a widget. The laborers make $6.00 per hour and work 40 hours a week. You have determined your overhead for each widget to be 50 cents. You plan to pay fringe benefits at 10% of the selling price of the widgets. You can produce 40 widgets per week without increasing your employees or buying more equipment.

Questions

1. How much will materials cost?
2. How much will labor cost?
3. How much will overhead cost?
4. How much will fringe benefits cost?
5. How much profit will you receive?
6. What will be the selling price of your widgets?
7. If you increase the selling price by $1.00, how will the amount for questions 1-6 change?
8. If you were an employee, would you demand an increase in pay if profits increase?
9. How much would you demand? Why?

South Carolina Department of Education. **American Free Enterprise — Teacher's Manual.** Columbia, S.C., 1978.

UNIT: Free Enterprise
Lesson 6
Attachment C

ANSWER KEY

Cost of Materials	$ 2.00
Labor	18.00
Overhead	.50
Fringe Benefits	2.50
Profit	2.00
Selling Price	$25.00

If the selling price were increased by $1.00, the amounts would be:

Cost of Materials	$ 2.00
Labor	18.00
Overhead	.50
Fringe Benefits	2.60
Profit	2.90
Selling Price	$26.00

South Carolina Department of Education. **American Free Enterprise — Teacher's Manual.** Columbia, S.C., 1978.

LEARNING SIMULATION

You are an employee of the Widget Product Company. Widget has just decided to double its production. The company, however, intends to hire 25% more workers. There will be no overtime pay and hourly wages will remain the same. The company also plans to increase the price of each widget by $1.00.

1. As a group what actions would you pursue?
2. What benefits would you seek?
3. What pay would you demand?

UNIT: Free Enterprise
Lesson 6
Attachment E

WRITTEN TEST NO. 1

1. A method of settling disputes between labor and management by using an impartial third party as chairperson is called ____________________.

2. A place of employment where only union members may work and where only union members are hired is called a ____________ ____________.

3. A list passed around among employers containing the names of people who cause trouble or agitate for a strike is called a ______________.

4. A place in which workers do not need to belong to a union is called an ________ ________.

5. Do some states have a right to work law?

6. A temporary stoppage of work in order to force an employer to meet the demands of employees and the union is called a __________________.

7. An agreement between the employer, the employee, and the union whereby the employer deducts union dues from the pay of an employee is called ______________.

8. The settlement by discussion of disputes between union leaders and management is called _________ _________.

9. The agreement between management and unions about such things as wages, hours of work, insurance, pensions, and other fringe benefits for employees is called a ___________________.

ANSWERS

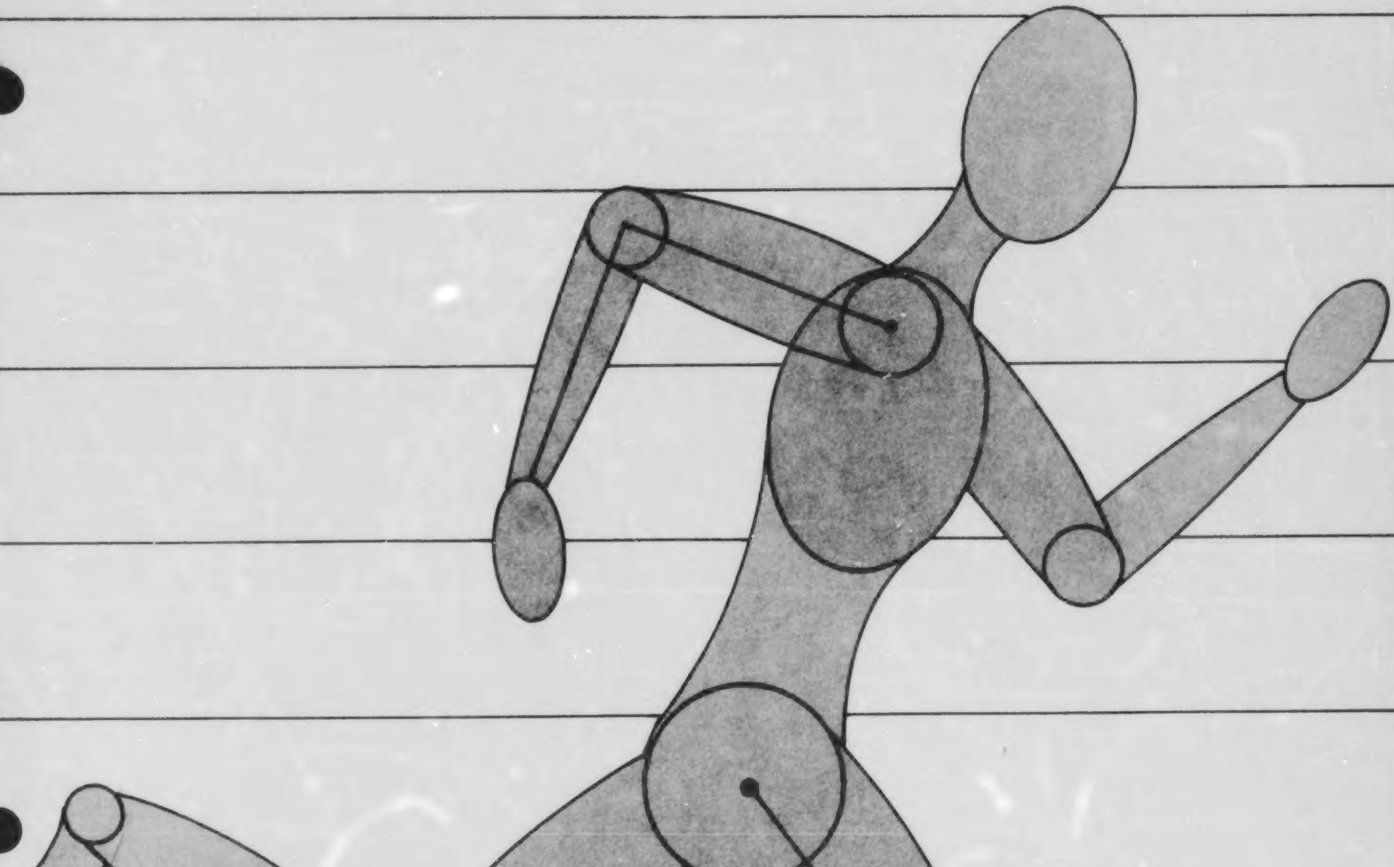
1. Arbitration
2. Closed shop
3. Blacklist
4. Open shop
5. Yes, some states do have a right to work law.
6. Strike
7. Check-off
8. Collective bargaining
9. Contract

UNIT: Free Enterprise
Lesson 6
Attachment G

WRITTEN TEST NO. 2

On a separate sheet of paper, have the students tell in their own words why they think unions were organized and what effect they have had on workers and on industry.

The answer to this test will be student opinion. The instructor should use this essay to measure the student's understanding of the subject matter.



motivation

MOTIVATION

Unit Goal

Students will have an opportunity to explore how motivation is related to social need, self-respect, self-fulfillment, and ultimately work satisfaction.

Topic Outline

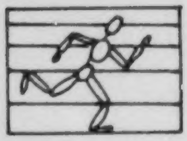
Lesson One: Perception, Visualization, and Sensitivity

Lesson Two: Creativity and Group Identity

Lesson Three: Motivation in Groups

Lesson Four: Organizational Standards

Lesson Five: Interpersonal Relations and Leadership



UNIT: MOTIVATION

Lesson 1: Perception, Visualization, and Sensitivity

Educational Concept

Motivation is inextricably linked with perceived role and work situations. Students need proven techniques for self-actualization that can be applied to a broad range of work situations.

Objective(s)

Given basic information on perception, visualization, and sensitivity, the student will:

1. Recall a past accomplishment through visual memory.
2. Improve visual memory.
3. Demonstrate more confidence.
4. Recreate in detail specific past experiences.

Mastery will be the demonstrated ability of students to be perceptive, visual, and sensitive.

Resources Needed

Student Profile Folder
Introduction to Lesson (Attachment A)
Understanding Yourself and Others (Attachment B)
Sensitivity to Others (Attachment C)

Learning Activities

Exercise 1
Distribute Introduction To Lesson (Attachment A) and read aloud to students. Give students time to study the material. Discuss as a group.

Exercise 2
Direct the students to stand and to breathe deeply, slowly and evenly while stretching and yawning. Have the students systematically tense and relax muscles starting with their hands and arms and ending with their legs and feet.

Exercise 3
Instruct the students to close their eyes and to recall a personal accomplishment that they felt good about. Encourage them to relax and recall the details of the situation. After they have had time to concentrate on their accomplishment for a few minutes, instruct the students to open their eyes.

Exercise 4
Instruct the students to choose a partner of the same height and body build. Direct one-half of the pairs of students to move to one side of the room. Inform the students that one member of the pair is to be the leader and the other the follower. The follower in each pair is to be sensitive to the others. Emphasize safety and consideration.

Ask the leaders to grasp the follower by the hand or lower arm. Instruct the followers to close their eyes. Now have the leaders lead the followers to the opposite wall.

The leaders are to slowly lighten their grasp as they move acroos the room. The followers are to be sensitive to the leader. Go slowly and carefully. Repeat the process by reversing roles.

(Note to teacher: Explain that we must place confidence in others and depend on them. As a leader one must be considerate and sincere. In either instance we must learn cooperation.)

Exercise 5

Blindfold one student using the previous activity, have the students help each other navigate about the room verbally. In this exercise the leading student never touches the partner. The leading student will describe obstacles and direct their partner around them. The partners are to attempt to visualize the obstacle and its locale by the leading student's instrucitons.

Encourage the students to describe the surroundings as vividly as possible while emphasizing pertinent information, e.g., "There is an empty desk directly in front of you."

Encourage the students to take the exercise seriously and attempt to cross the room as quickly as possible without bumping into another student or an obstacle.

This exercise helps to create trust and empathy while also showing importance of giving good directions.

Exercise 6

Instruct students to stand facing their partner. One assumes the roe of a reflection. The reflection will follow and duplicate every movement, every gesture, and every expression the other makes. Start out with slow simple movements and work gradually to more complex expressions and movements. Encourage students to copy each other's movements precisely. Repeat the exercise with students exchanging roles.

Exercise 7

Instruct the partners to stand and face away from each other. While they are standing back to back instruct the students to visualize each other. Have the student take turns describing each other without looking to refresh their memory. Describe color, style, and texture of clothing. Describe hairstyle and jewelry, if any. Encourage the student to recall details such as condition of clothing. Is it stained? How many pockets? What size? Color of buttons? Complexion?

Exercise 8

Instruct the students to select partners of about the same size and body build. Have the students stand with one directly behind the other. The student in front is the flyer and the one in the rear is the flight controller. Instruct the students in front to breathe deeply and slowly several times, tense their body and then relax with head hanging down loosely and eyes closed. The student flight controller supports the flyers relaxed arms and will move them to control speed and direction.

Inform the flyers that they are to imagine themselves at the top of a high mountain. They are to feel the cool mountain air and visualize the clouds below them.

The flight controller is to slowly raise and lower the flyers' arms which are now massive wings. The flight must be described in detail by the controller. While the flyer stands relaxed and immobile, he/she imagines the flight as described by the controller. Suggest landscapes such as farms, oceans, etc. Some students may have trouble getting started so suggest they fly along a road. What do they see along the road? Are there streams, animals, buildings? The flyer is to attempt to visualize everything the flight controller describes. Encourage the flight controller to describe in increasing detail the landscape below the flyer. The flight controller should give a pleasant but interesting flight. After the exercise is completed, switch partners and go through the process again.

Exercise 9
Instruct the students to write several paragraphs describing the accomplishments and obstacles they faced in the exercises. The following questions should be addressed.

1. How did you overcome the obstacles?
2. What did you do to reach your goal?
3. How did you feel at the time of the accomplishment? Be specific. Include details. Mention sight, sound, smell, and tactile sensations.
4. How does this exercise benefit me?
5. How could I apply this exercise to my job?

Exercise 10
Distribute Understanding Yourself and Others (Attachment B). Instruct students to answer each question narratively.

Exercise 11
Distribute Sensitivity To Others (Attachment C). Instruct students to be honest with themselves and answer each question completely in narrative form.

Exercise 12
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written response to Exercise 9 and Attachments B and C. Students should have participated in the Learning Activities on perception, visualization, and sensitivity.

Other Suggested Resources

Deminch, **The Art of Thinking**
Thompson, **Image**
Waiteley, **The Winner's Edge**

Follow-Up (or Outside Class) Activities

1. Take a handful of small objects such as nuts and bolts of various sizes and shapes. Ask a friend to choose a few of them and show them to you for a few seconds. Then cover them up. Can you visualize them and recall exactly what they were? How many were there? What size? What type? What condition were they in?

   If you were able to completely recall descriptions of all the objects, increase the number and try again. If you cannot recall all of them, try again.

2. Try to visualize the faces of friends. What were they wearing? What mood were they in?

3. Try to visualize and recall the license plates on cars. Make a game of it.

4. Take the change out of your wallet or handbag. Look at it briefly. Can you recall how many coins? What kind? Any foreign coins? What was the total number?

INTRODUCTION TO LESSON

The uses of perception and visual memory are important in understanding and cooperating with others.

Managers and salespeople need to evaluate subordinates and customers at a glance and recall their disposition and level of alertness.

Mechanics and skilled workers need to be able to look at groups of parts and tools and remember how many of each were there and what they were. Clerical workers must be aware of and remember the details of office materials. Cashiers are inefficient without this skill.

These are only a few examples. Everyone needs to become aware of and recall pertinent visual information in their work situation. Whether it is the disposition of their supervisor, employees or peers, managers and supervisors tend to favor employees who are alert to details and who can catch on and follow instructions.

The ability of an employee to obtain information quickly can make a difference in employment or unemployment, demotion or promotion.

What is Motivation?

Motivation is that which causes changes and sustains people's behavior.

Visual memory, sensitivity, visualization skill, imagination, and general awareness are aspects of mental ability. They can be improved with practice.

Even superbly conditioned cosmonauts and astronauts lose their physical strength and stamina when left adrift in the zero gravity of space for long periods of time.

The mind left unchallenged and undisciplined also atrophies or fails to develop. But with practice you can strengthen your mental abilities just as you would condition your body.

You might say, "I would like to improve but I'm not motivated." Start practicing anyway and just force yourself to do it. Most people find that once they begin a worthwhile activity they can sustain it out of intrinsic motivation. We all enjoy doing things. The only question is what we do. Are you doing something or nothing?

UNIT: Motivation
Lesson 1
Attachment B

UNDERSTANDING YOURSELF AND OTHERS

1. What do I like best about others?
2. What do I like least about others?
3. What do I like best about myself?
4. What do I like least about myself?
5. How do I perceive (see) myself?
6. How do others perceive me?

SENSITIVITY TO OTHERS

When you bring out the best in others by expecting the best, they will want to be with you. You can enlist cooperation from others and do a better job at work when others like you.

Ask yourself these questions and give definite answers to each one.

1. Am I the kind of person people like to be around? To what extent?
2. Am I genuine and sincere with everyone? To what extent?
3. Do I have respect for others and to what extent?
4. Am I sincerely interested in others? Why or why not? To what extent?
5. Am I a good listener? Why or why not?

UNIT: MOTIVATION

Lesson 2: Creativity and Group Identity

Educational Concept

In order to develop job proficiency, the application of visualization and imagination is an important motivational factor which optimizes effectiveness in anticipated job situtations.

Objective(s)

Given basic information on visualization and imagination, the student will:
1. Explore ways to establish group identity.
2. Identify leaders.
3. Select organizational categories.
4. Develop mottos and creeds.

Mastery will be determined by the ability of students to identify with a group.

Resources Needed

Student Profile Folder
A Creative Person (Attachment A)
Creativity Group Problem-Solving Exercise (Attachment B)
Creativity and Group Identity Exercise (Attachment C)
Activity To Develop Group Identity and Group Morale (Attachment D)
Self/Group Appraisal (Attachment E)
Boxes of matches
Balls of twine
Boxes of paper clips
Packs of sugarless gum
12" rulers
Pipe
Ping pong balls

Learning Activities

Exercise 1
Distribute A Creative Person (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Divide the class into groups of three students. Distribute Creativity Group Problem-Solving Exercise (Attachment B). Ask each group to select a captain. Review the problem with the class and have each group attempt the task. After a set time for the problem-solving exercise, ask the group captain to orally report on the progress of his/her group.

Exercise 3
The instructor will read the sample exercise on Creativity and Group Identity Exercise (Attachment C) to the class. Students should be instructed to write a narrative paper following the directions on the exercise. After setting a time for completion, ask several students to be prepared to read their reports to the class.

Exercise 4
The instructor will distribute Activity To Develop Group Identity and Group Morale (Attachment D) and review instructions with students. Direct students to complete the exercise. Upon completion discuss as a group.

Exercise 5
Distribute Self/Group Appraisal (Attachment E). Instruct the students to rate themselves and their group as they functioned in Exercise 3.

Exercise 6
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written work for Attachments C, D, and E. Evaluation will be predicated on student participation in Exercise 2 and demonstrated ability to be a creative part of a group.

Other Suggested Resources

Burns, **Feeling Good**
Deminch, **The Art of Thinking**

UNIT: Motivation
Lesson 2
Attachment A

A CREATIVE PERSON . . .

. . IS EXCEPTIONALLY OPEN AND CURIOUS.

. . TENDS TO EVALUATE JUDGEMENTS BASED ON PERSONAL EXPERIENCES.

. . HAS A GOOD SENSE OF HUMOR BUT TAKES WORK SERIOUSLY.

. . IS SENSITIVE TO OTHERS' NEEDS.

. . HAS ABILITY TO CONCENTRATE ON DUTIES AT HAND.

CREATIVITY GROUP PROBLEM-SOLVING EXERCISE

You are taking a course on creative thinking at your school. You have done excellent work. Your small class gathers for the final exam. You and three or four fellow classmates walk into the classroom expecting anything.

Standing in the middle of the room next to an up-right cylinder is your instructor. Everything else in the room has been removed except for a slate table, the water fountain, paper cup dispenser, the chalk board, an eraser, and two pieces of chalk.

On the table is one box of matches, a ball of twine, a box of paper clips, a pack of sugarless chewing gum, and a 12" ruler.

Your professor informs you that the examination consists of one problem. If you solve it, you pass as a group. If you don't solve it, you fail as a group.

Here is the problem. In the center of the room there is a heavy pipe welded solidly to an exposed I-beam. The interior diameter of the pipe is about the size of a ping pong ball. At the bottom of the three-foot high pipe is a ping pong ball.

Your job is to remove the ping pong ball without damaging it in any way. You may use any materials present in the room.

CREATIVITY AND GROUP IDENTITY EXERCISE

Instruct the students to design a visualization exercise for a specific activity. Before they design the exercise, read the following sample exercise.

Sample Exercise

Visualize yourself in a baseball stadium packed with people. The score of the game is 0 to 0 and it is the bottom of the ninth inning. The opposing pitcher has just struck out the last two hitters and you are up to bat. This is your chance! Your opportunity to shine! Your opportunity to be the star!

You step up to the plate and take the batter's stance. The pitcher draws back and fires the first ball to the catcher. Immediately the umpire yells "Strike one!"

You're undeterred. You stand up and step away to get a stronger grip and confidently take the batter's stance again. The pitcher sneers and you see the perspiration on his/her face. The pitcher is very confident. You watch as the pitcher draws back and throws. The ball seems to explode. You swing desperately at it and suddenly you realize that you missed the ball!

Now you know this is it! This is the last chance. But you are determined. Your hunger and thirst just about flow out into the bat. You get up once again and take the batter's stance. The pitcher draws back and delivers his/her best fast ball. The ball explodes as you swing with all your might.

In the hushed stadium there is no sound but a crash. The ball sails up, higher and higher into the lights. The ball even hits a light and knocks it out. You're moving now around the bases. You've started an easy stride and as you head for home plate the whole team is there waiting to greet you, to congratulate you! This is a true victory!

Task

Each student will write a narrative paper recalling a similar experience or some fictitious experience in which he/she is the main character.

ACTIVITY TO DEVELOP GROUP IDENTITY AND GROUP MORALE

Divide the class into groups of four or five students. Direct the students to form an organization. Some suggested categories are business or clerical, agriculture, repairs and mechanical maintenance, health occupations, social services, design communications and art, science and technical, transportation, construction, sales, education, manufacturing, or personnel services.

Instruct the group to complete these steps.

1. Select an organizational name.
2. Compose an organizational motto (12 words maximum).
3. Develop an organizational creed (50 words maximum). The creed should mention standards and goals of the organization and what it expects from its' members.

The group objective is to develop esprit de corps, group morale, and group identity.

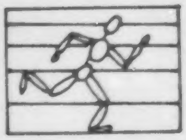
UNIT: Motivation
Lesson 2
Attachment E

SELF/GROUP APPRAISAL

In your experience as a part of a group, evaluate yourself and the group. Circle only one number per item and be objective. The first part of the evaluation is a self-annalysis of how you perceive yourself. The second part is how you perceive the group.

	Not at all					**Always**
	1	2	3	4	5	
HOW I SEE MYSELF						
Cooperative	1	2	3	4	5	
Enthusiastic	1	2	3	4	5	
Confident	1	2	3	4	5	
Understand my job	1	2	3	4	5	
Like the leader	1	2	3	4	5	
Give input by sharing ideas	1	2	3	4	5	
Identify with the group	1	2	3	4	5	
Approve of leader's effectiveness	1	2	3	4	5	
HOW I SEE THE GROUP						
Understands its goals	1	2	3	4	5	
Effective	1	2	3	4	5	
Enthusiastic	1	2	3	4	5	
Confident	1	2	3	4	5	
Likes and respects leader	1	2	3	4	5	
Feels leader is ineffective	1	2	3	4	5	
Has team spirit	1	2	3	4	5	

After class, did you make contact with other group members? Which ones? Did you contact them or did they contact you?



UNIT: MOTIVATION

Lesson 3: Motivation in Groups

Educational Concept

Our society demands a great deal of cooperation from individuals and groups. Individual success often hinges on the success of the group or groups in which we participate.

As employees we hold membership in our employer's organization. Through cooperation we further our organization's objectives as well as our personal objectives and motivation.

Objective(s)

Given basic information on group motivation, the student will:
1. Describe the strengths and contributions of each team member.
2. List his/her own strengths and what his/her expectations are.

Mastery will be determined by the ability of students to assess group importance.

Resources Needed

Student Profile Folder
Group Learning Activity (Attachment A)
Group Evaluation (Attachment B)
Human Relations Quiz (Attachment C)

Learning Activities

Exercise 1
Use the same groups as selected in Lesson Two. Distribute Group Learning Activity (Attachment A). Instruct each group to select a captain and then solve the problem as stated in the exercise.

Exercise 2
Using Group Evaluation (Attachment B) as a guide, direct students to complete the three tasks.

Exercise 3
Distribute Human Relations Quiz (Attachment C). Instruct students to write narrative statements supporting their answers to each of the five questions.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include written responses to Attachments B and C. Evaluation will be based on student participation and demonstrated ability to assess his/her role in a group. Students should have participated in the Group Learning Activity and completed the written exercises on group evaluation and human relations.

Other Suggested Resources

Blank, **Playing The Game — Strategy for Your Career**
Guidance Associates, **Your Personality: The You Others Know**
South Carolina Department of Education Audiovisual Film Library, **Toward Emotional Maturity**

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UNIT: Motivation
Lesson 3
Attachment A

GROUP LEARNING ACTIVITY

Your group has been employed by a large manufacturing and construction corporation. Their main installation has a temporary storage area located between the shop and a warehouse complex.

The area is completely filled with a huge pile of buckets. Many of the buckets are stuck together in stacks of varying heights. Apparently they were filled with paint and tar and were not cleaned prior to storage. There is a catwalk that crosses above the area and from it you can get a good view of the clutter.

Your supervisor has assigned your group to count the thousands of buckets. He comments, "The last time this was done it took less than half an hour. I want all those buckets counted before I get back from lunch." How would you count the mountain of buckets?

GROUP EVALUATION

Teacher's Instruction — Part 1

Instruct students to write a short paragraph after completing the group exercise. They will list and describe the virtues of each team member and what they expect that team member to contribute to the group.

Another paragraph should be written listing his/her own strong points and what he/she plans to contribute to the group.

Teacher's Instruction — Part 2

Instruct each student group to stand before the class, give their organizational name, introduce themselves, and tell what they plan to contribute to their group.

Have the group members read their motto and give their creed in unison.

Teacher's Instruction — Part 3

Instruct the class to select the best group based on information given in class. Use this criteria to judge the groups.

1. Quality of information presented
2. Teamwork shown
3. Apparent group morale

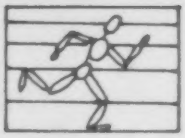
This can be done by a show of hands. Direct a class discussion to justify the choice.

HUMAN RELATIONS QUIZ

Human relations involves understanding yourself and others, communicating with others, experiencing personal and job satisfaction, and dealing with problems on the job. Answer these questions on a separate sheet of paper in narrative form. Be specific.

1. Are you understanding of a variety of personalities?
2. Do you work as part of the team?
3. Do you try to work with difficult personalities?
4. Do you try to cope with stress?
5. Do you try to understand prejudices?

NOTE: It is important for the teacher to stress the need for workers to be adaptable and cooperative. Point out too, that when disagreements and problems arise, they need to be evaluated in a calm, cooperative way.



UNIT: MOTIVATION

Lesson 4: Organizational Standards

Educational Concept

Employee motivation often depends on knowledge of what management expects and on what points the employee will be judged. Since criteria varies greatly among organizations and even within organizations when applied to various types of jobs, the student needs to be familiar with how these concepts are developed and how individuals are judged by the organizations' standards.

Objective(s)

Given basic information on organizational standards, the student will evaluate peers from the point of view of management.

Mastery will be determined by the ability of students to identify personal expectations of management.

Resources Needed

Student Profile Folder
Interview Questions (Attachment A)

Learning Activities

Exercise 1
Distribute Interview Questions (Attachment A). Give students time to study the questions. Assign each student the task of selecting one manager in the community to interview.

Exercise 2
Direct students to report orally to the class on the results of their interview. As the students finish their reports, write the results of Part B (Attachment A) on the board.

Exercise 3
Using Part B (Attachment A) as a guide, discuss the results and analyze the basis for such results.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachment A. Students should have participated in the interview and completed the questionnaire.

Other Suggested Resources

South Carolina Department of Education Film Library, **How Am I Doing**
Stoner, **Management**

INTERVIEW QUESTIONS

You are to choose a manager in the community and ask him/her the following interview questions. Different types of managers may be a fast foods restaurant manager, a service station owner, a banker, a government official, etc. Be prepared to report your findings to the class.

Part A

1. As a manager, what do you expect of a new employee the first few days on the job?
2. What personal qualities do you expect of all your employees?
3. What personal qualities do you feel should not be evidenced on the job?
4. How can a new employee show that he/she will be a good worker?
5. What do you do to inform your workers of your expectations?

Part B

As a manager, rank the following list in importance. Use 1 for the most important quality and 4 for the least important trait.

POLITENESS __________

PROMPTNESS __________

COOPERATIVENESS __________

EAGERNESS TO LEARN __________

UNIT: MOTIVATION

Lesson 5: Interpersonal Relations and Leadership

Educational Concept

Effective communication skills are the basis for successful and productive interpersonal relationships and leadership skills.

It is to each individual's advantage to get along with peers, supervisors, and subordinates as well as possible. Getting along with others plays an important part in job stability and ultimately in one's motivation to do a good job.

Objective(s)

Given the basic information on interpersonal relationships, the student will:
1. Identify the barriers of communication and ways to overcome them.
2. Recognize qualities of a good leader.

Mastery will be determined by the ability of students to explore and display leadership in handling interpersonal relationship skills.

Resources Needed

Student Profile Folder
Learn Communication — The Key to Good Leadership (Attachment A)
Barriers to Effective Communication (Attachment B)
Overcoming Barriers to Communication (Attachment C)
Aids for Leadership (Attachment D)
Characteristics of Leaders (Attachment E)
The ABC's of Leadership (Attachment F)
The Leader as a Person (Attachment G)
What Employers Expect of Their Employees (Attachment H)
Ten Commandments of Success (Attachment I)
Interpersonal Relations and Leadership (Attachment J)

Learning Activities

Exercise 1
Distribute Learn Communication — The Key to Good Leadership (Attachment A). Discuss as a group.

Exercise 2
Distribute Barriers to Effective Communication and Overcoming Barriers to Communication (Attachments B and C). Give the students time to study the material. Discuss as a group.

Exercise 3
Distribute Aids for Leadership, Characteristics of Leaders, The ABC's of Leadership and The Leader as a Person (Attachments D, E, F and G). Give the students time to study the material. Discuss as a group. As a part of the discussion, ask students to brainstorm for terms to complete The ABC's of Leadership (Attachment F).

Exercise 4

Distribute What Employers Expect of Their Employees and Ten Commandments of Success (Attachments H and I). Give the students time to study the material. Discuss as a group. Review all of the attachments. Ask students to respond orally to each of these questions.

1. List ten qualities of a good leader.
2. List five qualities of a poor leader.
3. Determine the importance of leadership to success on the job.

Exercise 5

Divide the class into groups of three or four. Distribute Interpersonal Relations And Leadership (Attachment J). Assign each group a situational problem from the attachment. Direct the groups to list a minimum of three alternatives to the situation assigned. After a set time for the exercise, instruct the group to select a spokesperson. Ask each group's spokesperson to present the problem they were assigned and list the alternatives they listed. Direct the class in reaching a concensus on the best alternative.

Exercise 6

File completed work in Student Profile Folder.

Evaluation

Student Profile Folders may include a list of alternatives from Attachment J. Students should have participated in the interpersonal relationship and leadership activities.

Other Suggested Resources

Applebaum, et. al., **Speech Communication**
Dubrin, **Survival in the Office**
Stoner, **Management**

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LEARN COMMUNICATION — THE KEY TO GOOD LEADERSHIP

The three essential elements of communication are:

SENDER — MESSAGE — RECEIVER

If any one of these elements is missing, no communication will take place. For example, we can send a message but if it is not heard or received by someone, communication does not occur.

BARRIERS TO EFFECTIVE COMMUNICATION

1. **Hearing what we expect to hear.** Past experience leads us to expect to hear the same message in similar circumstances.

2. **Ignoring information that conflicts with what we "know."** When we hear a message that interferes with our preconceptions, we are likely to ignore the message.

3. **Evaluating the source.** The meaning of a message is influenced by our evaluation of the message's source. For example, imagine the different ways you would decode the message "Relax, don't work so hard" if the source were your mother, your boss, your doctor, or someone strongly competing for your job.

4. **Differing perceptions.** Words, actions and events are perceived in the light of the individual's value and environmental pressures.

5. **Words that mean different things to different people.** As symbols, words may have different meanings. For example, to an installer "telephone" may mean a job or task; to someone in the hospital it may mean companionship; to a young executive moving into his/her first private office it may mean success.

6. **Inconsistent nonverbal signs.** Tone of voice, facial expressions, and body language can help or hinder communication. For example, residual anger resulting from a family argument at breakfast may result in the individual arriving at work frowning and talking in an unfriendly tone to fellow employees.

7. **Effects of Emotions.** Whatever emotion dominates our mood will effect our interpretation of a relevant message.

8. **Noise.** We "screen out" many of the messages we receive in order to function effectively. No one can respond to every gesture and sound even if he/she is aware of them. Sometimes we "screen out" relevant information. The boy who cried wolf was eventually correct. However, his cries for help were dismissed as noise.

Sayles, Leonard R. and Strauss, George. **Human Behavior in Organizations.** Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.

OVERCOMING BARRIERS TO COMMUNICATION

1. **Feedback.** Two-way rather than one-way communication allows us to identify verbal and non-verbal cues from our receiver. As receivers, we should acknowledge, question and restate the sender's message as we interpret it.
2. **Use face to face communication.** This type of communication increases the accuracy of feedback. Most people express themselves more freely when talking rather than writing.
3. **Be sensitive to the receiver's world.** Individuals differ in their values, needs, attitudes, and expectations. Empathy with those differences will improve communication.
4. **Be aware of symbolic meanings.** Because different words acquire different meanings for different people, sensitivity to these various meanings can minimize communication problems.
5. **Use direct and simple language.** Choose your words and phrases accurately. Carefully tailor your message to suit the level and capability of the receiver.
6. **Use the correct amount of redundancy.** Verbal communication requires much more repetition and redundancy than written material.

Sayles, Leonard R. and Strauss, George. **Human Behavior in Organizations.** Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.

AIDS FOR LEADERSHIP

What is leadership?

Leadership is the act of getting people to do what you want them to do, when you want them to do it, in a way you want them to do it, and because they want to do it.

In other words, a leader influences others to cooperate and to be happy about it. Leadership is the art of influencing people to achieve certain goals.

Aids for Leadership

1. Think clearly. Act in good taste.
2. Get the facts and analyze them before you draw conclusions.
3. Get the habit of cleanliness and orderliness.
4. Establish reasonable goals.
5. Take advice, but do your own thinking.
6. Encourage the other person as you go along.
7. Never say "It can't be done" or "I can't do that." Find ways with which something can be accomplished.
8. Spend a little less than you make.
9. Make friends and keep them in good repair.
10. Be proud of what you do — take pride in being a leader.

From a workshop by the South Carolina Department of Education, Office of Vocational Education, Marketing and Distributive Education.

UNIT: Motivation
Lesson 5
Attachment E

CHARACTERISTICS OF LEADERS

The Good Leader	**The Poor Leader**
Has faith in people and wants to work with them.	Takes the job for the "honor" that he/she can get out of it.
Has poise and confidence. Speaks in a clear voice and enunciates words clearly.	Fails to understand what his/her example means to the other group members.
Carefully preplans his/her program so the meeting moves with dispatch.	Lets everything go until the last minute, then just hopes everything will work out.
Shows interest and alertness by his/her own attitude, mind, body and countenance.	Seems bored, is not alert, whispers to other members, and appears disinterested.
Is democratic in dealing with group members.	Dominates, imposes opinions, and forces others to depend upon him/her.
Is fair and impartial — doesn't take sides when he/she is presiding.	Shows what side he/she is on before getting the facts into the open.
Is patient, optimistic, and gives credit for work done.	Is impatient, sarcastic, pessimistic, and critical and takes the work of others for granted.
Is sensitive to the individual and recognizes individual differences.	Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.
Acts as a helper, umpire, and moderator so that all are encouraged to share in the work.	Cares about the business in general and does not consider individual differences.
Shows a sense of humor to relieve the tension of a serious meeting.	Has no humor in a meeting. Business is the most important thing, not the people.

From a workshop by the South Carolina Department of Education, Office of Vocational Education, Marketing and Distributive Education.

UNIT: Motivation
Lesson 5
Attachment F

THE ABC'S OF LEADERSHIP

ACTION
BREVITY
CONFIDENCE
DECISIONS
ENTHUSIASM
FACTS
GOALS
HABITS
INITIATIVE
JUDGEMENT
KNOWLEDGE
LEARNING
M ________
N ________
O ________
P ________
Q ________
R ________
S ________
T ________
U ________
V ________
W ________
X ________
Y ________
Z ________

Leadership is the act of getting people to do what you want them to do, when you want them to do it, in a way you want them to do it, and because they want to do it.

Leadership can be considered the activity of influencing people to cooperate toward some goal which they come to find as desirable.

From a workshop by the South Carolina Department of Education, Office of Vocational Education, Marketing and Distributive Education.

UNIT: Motivation
Lesson 5
Attachment G

THE LEADER AS A PERSON

Is A Well-Adjusted Personality

--Is free from excess emotionalism

--Is secure and self-confident

--Admits he/she is NOT indispensible

--Recognizes others are capable of assuming responsibility

--Is willing to follow some of the time

Has A Basic Respect for Human Beings

--Is understanding

--Is interested

--Enjoys their company

--Has a high degree of social sensitivity

Is Sensitive to Basic Trends of the Group

--Keeps his/her ear to the ground

--Has ability to capture total feeling of the group

Has Ability to Express Ideas of the Group

--In speaking and in phrasing

Uses Restraint

--Withholds own opinions

--Is objective

--Never takes sides

Has Vitality

--Vigor, enthusiasm, endurance, physical energy

And Mellowness

--Maturity, patience, sense of humor

--Uses energy wisely

From a workshop by the South Carolina Department of Education, Office of Vocational Education, Marketing and Distributive Education.

UNIT: Motivation
Lesson 5
Attachment H

WHAT EMPLOYERS EXPECT OF THEIR EMPLOYEES

1. COOPERATION — Ability to get along with others
2. INITIATIVE — Tendency to go ahead
3. COURTESY — Thoughtfulness for others
4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM
5. KNOWLEDGE OF JOB
6. ACCURACY OF WORK
7. WORK ACCOMPLISHED
8. WORK HABITS
9. ADAPTABILITY
10. PERSONAL APPEARANCE — Neatness and personal care
11. ATTENDANCE
12. PUNCTUALITY

UNIT: Motivation
Lesson 5
Attachment I

TEN COMMANDMENTS OF SUCCESS

1. EXPECT THE BEST. When you expect the best to happen, things go right.
2. PRETEND A LITTLE. Pretending is a step to making it so.
3. GO TO THE PROMISED LAND. It took Joshua forty years to walk and reach the promised land across the desert. He made it. So can you. Keep walking!
4. DON'T COMPROMISE. Your goals are valid. Don't stop halfway.
5. BE WILLING TO RECEIVE. You deserve a lot. Start realizing the beauty of receiving.
6. RECOGNIZE ABUNDANCE. There is plenty for everyone and an abundance for you.
7. CREATE A VOID. You require space in your life for the individual you want to be.
8. APPRECIATE EVERYTHING. A deep and sincere appreciation sows the seeds that eventually blossom in abundance.
9. RELEASE IT TO DO ITS WORK. Once you have planned your activity and followed through on it, forget it.
10. PLAN, PREPARE, AND ACT. You can have anything and everything, but you must create a plan and then enforce the plan with activity.

Jean Walters. **Homelife**, Convention Press, 1983.

INTERPERSONAL RELATIONS AND LEADERSHIP

Situation 1
As a new employee you want to make a good impression on fellow employees and employers. What would you do if a co-worker goes on a break which is supposed to last ten minutes and does not return?

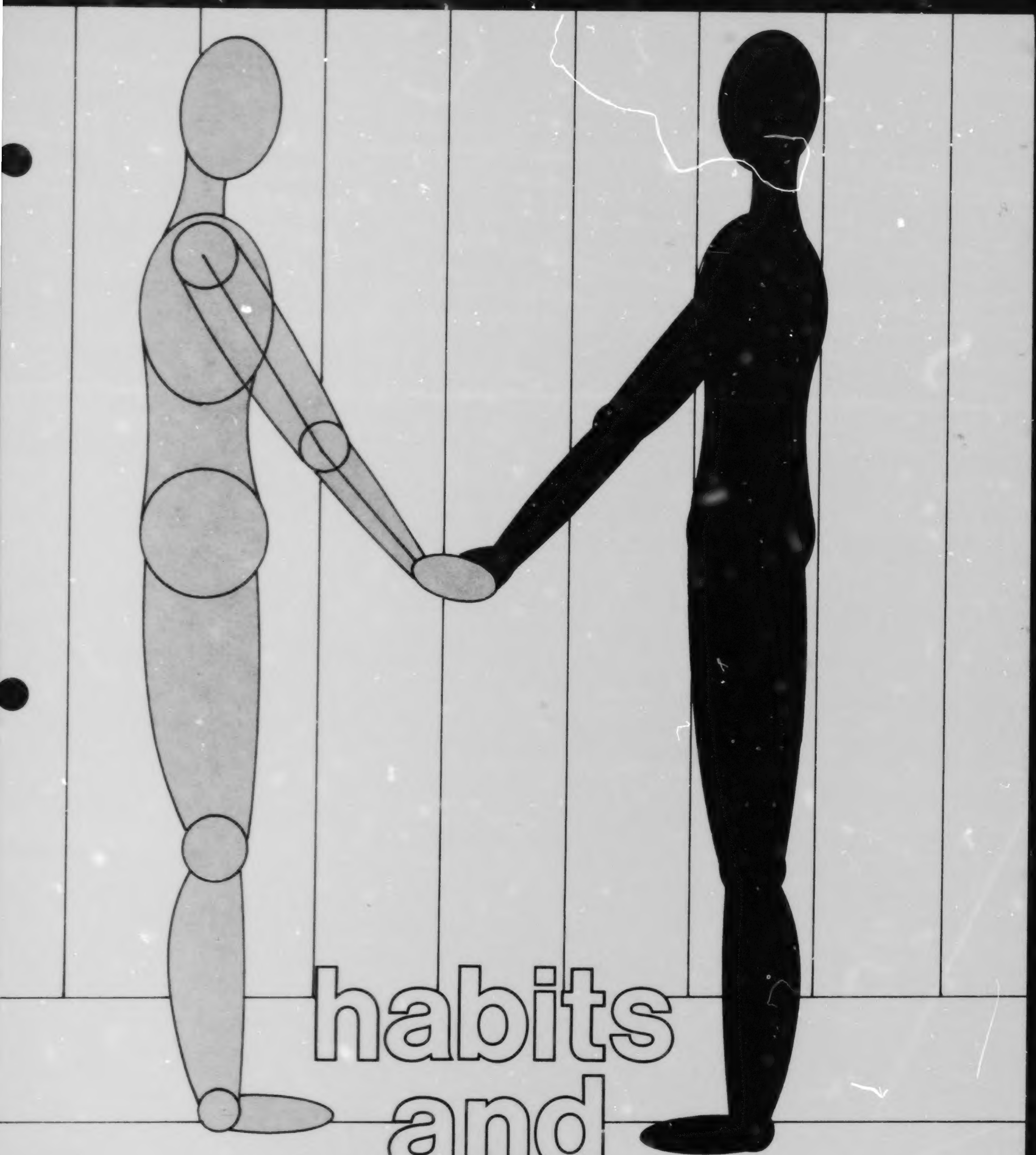
Situation 2
What would you do if one of your co-workers goes out for lunch and returns noticeably intoxicated? Place yourself in the supervisor's position. Place yourself in your co-worker's position.

Situation 3
What would you do if your boss is always grumpy? He/she never seems to be in a good mood. You think you are doing your work properly, but with this attitude you are unsure.

Situation 4
What would you do if your boss completely loses control of his/her emotions in a rage of anger? What if he/she is blatently disrespectful to you? You need your job and income and besides, you enjoy your job.

Situation 5
How do you handle a co-worker who insists on doing everything his/her way? Many times you have to work on projects together.

Situation 6
What would you do if your co-worker frequently furnishes you with sub-standard work. Your work depends directly on the type materials you receive from that particular co-worker.



habits and attitudes

WORK ATTITUDES AND HABITS

Unit Goal

Students will become aware of the importance of good work attitudes and habits on the job and practice techniques to improve their work attitudes and habits.

Topic Outline

Lesson One: Identifying Good Work Attitudes

Lesson Two: Positive Mental Attitude

Lesson Three: Understanding and Practicing Good Work Habits

Lesson Four: Initiative

Lesson Five: Enthusiasm

Lesson Six: Importance of Attendance

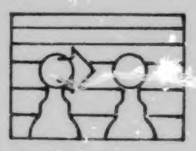
Lesson Seven: Honesty

Lesson Eight: Getting Along With Others

Lesson Nine: Following Instructions

Lesson Ten: Loyalty

Lesson Eleven: Acceptance of Criticism/Unit Summary



UNIT: WORK ATTITUDES AND HABITS

Lesson 1: Identifying Good Work Attitudes

Educational Concept

The attitudes of employees determine to a large degree their success on the job. This is shown in the fact that the main reason young workers lose their jobs is because they have a poor attitude, not a lack of skills. Employers expect positive attitudes toward work or attitudes that lead to greater productivity. They expect workers to be loyal, enthusiastic, dependable, honest, and willing to learn and accept criticism. A worker's attitude is usually judged by his/her behavior on the job. It is how the employee feels about the job, boss and company; how the employee relates to people met on the job; and how the employee really feels about his/her work that impact a worker's success.

Objective(s)

Given the basic information on work attitudes, the student will identify good work attitudes that affect job performance and success.

Mastery will be determined by the student's identification of his/her own work attitudes based on behavior and areas of weakness, and how he/she plans to improve them.

Resources Needed

Student Profile Folder
Points To Ponder About Attitudes (Attachment A)
Examples of Positive and Negative Work Attitudes (Attachment B)
Job Attitude Inventory (Attachment C)
How Do Others See Me? (Attachment D)
Questions For a Personnel Manager (Attachment E)
Student Evaluation Checklist (Attachment F -- To be used with each lesson in this unit and placed in Student Profile Folder)

Learning Activities

Exercise 1
Distribute Points to Ponder About Attitudes (Attachment A) and Examples of Positive and Negative Work Attitudes (Attachment B). Give the students time to study the materials. Discuss as a group.

Exercise 2
Distribute Job Attitude Inventory (Attachment C). Inform students that their responses will be kept confidential. Direct students to fill out the inventory by picking out only the answer with which they agree.

Exercise 3
Distribute How Do Others See Me? (Attachment D). Instruct students to pretend they are the teacher. Using the checklist, ask students to rate themselves. After the checklist is completed, inform students that they are to write a narrative report on the areas of weakness identified on the checklist.

Exercise 4
Distribute Questions for a Personnel Manager (Attachment E). Discuss as a group. Invite a personnel manager from a local industry to address the class on the importance of good work attitudes. Use Questions for a Personnel Manager (Attachment E) for class discussion. Following the presentation, instruct the students to write a brief report on the key issues addressed.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include results of Attachments C and D. The teacher should mark the rating identified on Student Evaluation Checklist (Attachment F). Evaluation should be predicated on the student's participation and completion of a narrative report.

Other Suggested Resources

Como, Jay, **Surviving on the Job**
Kimbrell, Grady and Vineyard, Ben S., **Succeeding in the World of Work**
Littrell, J.J., **From School to Work: A Cooperative Education Book**

UNIT: Work Attitudes and Habits
Lesson 1
Attachment A

POINTS TO PONDER ABOUT ATTITUDES

1. One of the most important factors in job success is attitude. A recent study concludes that 80% of beginning workers who lose their jobs, lose them because they can't get along with others.
2. The attitudes we exhibit and develop in school usually carry over into our work life.
3. A person who looks on the good side of things usually has a better attitude.
4. The way people treat you depends greatly on your attitude toward them.
5. Your attitudes, good or bad, will affect your work.
6. An enthusiastic, positive attitude is contagious.
7. Attitudes are learned, not inherited. Because they are learned, you can learn new ones.
8. You, and only you, can decide to change your attitude.

EXAMPLES OF POSITIVE AND NEGATIVE WORK ATTITUDES

Loyalty

Positive
--Trys to make the company look good
--Works hard for the organization
--Does his/her best

Negative
--Criticizes the organization to outsiders
--Mostly concerned about what the organization can do for him/her

Enthusiasm

Positive
--Does his/her best
--Interested in his/her work
--Shares ideas
--Cheerful
--Gives others help

Negative
--Does only enough to get by
--Doesn't care about the quality of his/her work
--May be grouchy

Dependability

Positive
--Arrives at work on time
--Finishes assigned work on schedule
--Calls when he/she must miss work due to illness
--Is seldom absent from work
--Keeps promises

Negative
--Arrives at work late
--Does not finish assigned work
--Misses work without notifying employer
--Is often absent from work
--Makes excuses
--Breaks promises

Honesty

Positive
--Admits mistakes
--Expresses opinions

Negative
--May steal things from the company
--Trys to get away with as much as possible

Willingness to Learn

Positive
--Listens carefully to instructions
--Asks questions when he/she does not understand
--Trys new things
--Learns from mistakes

Negative
--Ignores instructions
--Dislikes taking advice

Willingness to Accept Criticism

Positive
--Follows suggestions made by others
--Uses criticism to improve the quality of his/her work
--Learns from suggestions
--Accepts criticism gracefully

Negative
--Gets angry or sulks when criticized
--Thinks he/she is always right
--Rejects suggestions
--Makes the same mistakes over and over

South Carolina Department of Education. **Affective Education Handbook for Vocational Education**, 1979.

UNIT: Work Attitudes and Habits
Lesson 1
Attachment C

JOB ATTITUDE INVENTORY

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered four possible answers to each statement. Write the number of the answer you choose. Be honest. No one but you will see this inventory unless you decide to show it to someone.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	When I give my word or say I will do something, I always do it.	4	3	2	1
2.	When I am working, no one has to urge me to finish, and when I finish a task I go on to others without being told.	4	3	2	1
3.	When working with others, I always try to cooperate and work as a team member, not as an individual.	4	3	2	1
4.	I always try to be cheerful at work; I seldom complain or grumble, even when I feel bad.	4	3	2	1
5.	When criticized or corrected for doing something wrong, I always listen and try to understand the criticism without getting mad.	4	3	2	1
6.	I never criticize my employers or the company's products to others. If I have a complaint, I talk to my supervisor.	4	3	2	1
7.	I'm willing to try new ways of doing things. I realize that education and training are continuous processes.	4	3	2	1

Add the numbers you wrote and compare your score to those shown here.

Excellent attitude — 22-24
Good attitude -- 18-21
Attitude needs improvement -- 12-17
Will probably get fired — 6-12

How did you do? Write down the areas you have problems with and decide NOW to improve yourself in these areas.

1. Dependability
2. Initiative
3. Cooperation
4. Cheerfulness
5. Acceptance of Criticism
6. Loyalty
7. Flexible or Willing to Change

Kentucky Department of Education. **Employability Skills,** "Having Good Work Attitudes" (Module ES-15), 1979.

UNIT: Work Attitudes and Habits
Lesson 1
Attachment D

HOW DO OTHERS SEE ME?

Pretend once again that you are an employer and you have come to your high school to find workers. You know that teachers can tell you a lot about students and their attitudes. You give each teacher a checklist and ask him/her to complete it for those students who have applied. How would your teacher rate you? On the basis of your attitude, would you be hired? Write the answer that you think best suits you.

Dependability	**Always**	**Often**	**Seldom**	**Never**
1. On time				
2. Attendance (rarely absent)				
3. Assignments completed				
4. Works well alone				
Initiative				
1. Finishes task without being reminded				
2. Goes on to next assignment without being told				
Cooperative				
1. Works well with other students				
2. Works well with teachers				
Cheerfulness and Enthusiasm				
1. Has a pleasant manner				
2. Is friendly and positive				
3. Is easily excited about new things				
Acceptance of Criticism				
1. Tries to understand the problem when corrected without getting mad				

		Always	**Often**	**Seldom**	**Never**
2.	Willing to try methods when other methods aren't working				
3.	Actively looks for improvement				
4.	Receives criticism cheerfully				
5.	Learns from mistakes				
Loyalty					
1.	Participates in school organizations and events (clubs, sports, etc.)				
2.	Likes the school and feels a part of it				
3.	Wants to make others look good				

Remember, the attitudes you are forming now will go with you when you leave school. How did you rate? List the areas in which you feel you are weak and tell how you are going to improve.

Kentucky Department of Education. **Employability Skills,** "Having Good Work Attitudes" (Module ES-15), 1979.

UNIT: Work Attitudes and Habits
Lesson 1
Attachment E

QUESTIONS FOR A PERSONNEL MANAGER

1. How does attitude affect a worker's performance on a job?
2. How do you define worker attitude?
3. What are some of the more important positive worker attitudes?
4. How can a worker demonstrate these positive worker attitudes?
5. What negative worker attitudes appear to cause the most problems on a job?
6. What can an employee do to improve work attitudes?
7. Does a person's attitude toward his/her schoolwork carry over later to his/her attitude toward work?
8. How would you describe a worker who has excellent work attitudes?

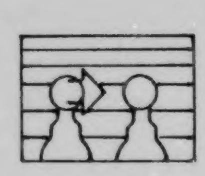
UNIT: Work Attitudes and Habits
Lessons 1 through 11
Attachment F

STUDENT EVALUATION CHECKLIST

DIRECTIONS: Check the level of the student's accomplishment for each lesson by placing an X in the appropriate box under the LEVEL OF PERFORMANCE. If an activity was not used in a lesson or was impossible to complete, place an N/A in the box.

	LEVEL OF PERFORMANCE		
	Excellent	**Satisfactory**	**Unsatisfactory**
Lesson 1			
Job Attitude Inventory (Attachment C)			
How Do Others See Me (Attachment D)			
Personnel Manager Narrative			
Lesson 2			
Becoming A Positive Thinker Exercise (Attachment B)			
Positive Mental Attitude Inventory (Attachment C)			
Student Diary (Follow-Up Activity)			
Lesson 3			
Work Habit inventory (Attachment B)			
Recognizing Poor Work Habits and Their Consequences (Attachment C)			
Plan Now To Improve Your Work Habits (Attachment D)			
Lesson 4			
Initiative Worksheet (Attachment B)			
Using Initiative Worksheet (Attachment C)			
Case Problem (Attachment D)			
Observation Report (Follow-Up Activity)			
Lesson 5			
Enthusiasm Counts Worksheet (Attachment B)			
Observation Report (Follow-Up Activity)			

	LEVEL OF PERFORMANCE		
	Excellent	Satisfactory	Unsatisfactory
Lesson 6			
Absenteeism Workshop (Attachment B)			
Supervisor Interview (Follow-Up Activity)			
Lesson 7			
What Would You Do Worksheet (Attachment A)			
Honesty and Job Performance Worksheet (Attachment B)			
Supervisor/Manager Interview (Follow-Up Activity)			
Lesson 8			
Getting Along With Others -- Self-Assessment (Attachment B)			
Getting Along With Others -- Problem Situations (Attachment C)			
Getting Along With Others Worksheet (Attachment D)			
Lesson 9			
Case Problems for Following Instructions (Attachment A)			
Lesson 10			
Loyalty Worksheet (Attachment A)			
Loyalty Case Problems (Attachment B)			
Interview (Follow-Up Activity)			
Lesson 11			
Accepting Criticism Worksheet			
Accepting and Using Criticism Worksheet			
Interview (Follow-Up Activity)			



UNIT: WORK ATTITUDES AND HABITS

Lesson 2: Positive Mental Attitude

Educational Concept

A positive mental attitude is necessary for achieving worthwhile success in any endeavor or given environment such as the workplace. A positive mental attitude can help an employee achieve job satisfaction and success. This type of attitude also gives one the courage and imagination to believe in something and achieve success through hard work and a positive approach. A positive mental attitude begins with a firm belief in oneself and one's work.

Objective(s)

Given basic information on positive mental attitude, the student will be able to recognize a positive mental attitude and why it is important to job performance and success.

Mastery will be demonstrated by the student's ability to determine the answers to the questions on attitude and becoming a positive thinker.

Resources Needed

Student Profile Folder
Positive Mental Attitude Discussion Points (Attachment A)
Becoming A Positive Thinker Exercise (Attachment B)
Positive Mental Attitude Inventory (Attachment C)

Learning Activities

Exercise 1
Distribute Positive Mental Attitude Discussion Points (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Becoming a Positive Thinker Exercise (Attachment B). Inform students that their responses will be confidential. Direct students to narratively answer each of the six questions.

Exercise 3
Distribute Positive Mental Attitude Inventory (Attachment C). Inform the students of the confidentiality of their responses. Ask the students to complete the inventory. Upon completion, discuss these questions with the class.

1. Have you ever seriously asked yourself these questions before?
2. Do you feel that answering these questions assisted you in assessing your positive mental attitude? How?

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachments B and C. Evaluation should be based on student participation and each student's completion of a positive mental attitude inventory and narrative report. Attachment F, Lesson 1, should be used in rating the degree of student participation.

Other Suggested Resources

South Carolina Department of Education, Audiovisual Library, **Careers and Attitudes**

Follow-Up (or Outside Class) Activities

Direct students in the writing of a diary. Students should be instructed to maintain a diary for a period of one week with specific notations of opportunities for displaying a positive mental attitude.

POSITIVE MENTAL ATTITUDE DISCUSSION POINTS

There has been a lot of writing lately about the importance of PMA -- Positive Mental Attitude. A positive mental attitude can definitely aid you in achieving whatever you want to have in life. Look at successful people -- are they positive thinkers? In most cases, the answer to this question is "yes." For without a PMA, they could not have reached the success they now have.

To be a positive thinker, you must believe in yourself. Napoleon Hill, author of many motivational and self-help books, says:

WHATEVER YOUR MIND CAN CONCEIVE AND BELIEVE, YOU CAN ACHIEVE!

That's what PMA is all about -- having the courage and imagination to dream something, believe in it, and achieve it through hard work and a positive approach.

You must have faith in your skills and abilities -- faith in these skills and abilities to the point that you can actually achieve anything you want to -- against almost any odds.

It has been done by thousands of people all across the country -- people who, according to others, had no chance of achieving anything because of a physical handicap, a poor childhood environment, or a lack of education.

Yet these people had something. They had the courage to dream something ... and a positive belief that they could achieve this dream.

There are four basic truths about a positive mental attitude.

First, when you are positive, you are energetic, highly motivated, productive, and alert. Why not? You have no negative thoughts holding you back.

Secondly, people like you when you are positive. A person with a positive mental attitude is a joy to be around.

Third, attitudes are caught, not taught. Positive, as well as negative, attitudes can spread to co-workers and friends. Why not spread something good?

Last, management is always interested in people with a positive mental attitude because they have a noticeable effect on co-workers. It can help you get ahead.

In order to become a positive thinker, you must first of all know and understand yourself. To help do this, take out a piece of paper and answer the following questions.

1. What things are important to me? What people?
2. What do I like to do?
3. What things can I do the best?
4. What have I always wanted to do but never done?
5. What are some of my greatest experiences; my worst?
6. If I were ever called upon to give up everything about myself -- my personality, etc. — what would I save and why?

Now you have a basic idea of what makes you tick, what is important to you, what your most important assets are, and what your goals should be. The next question is a little tougher, however. It requires real thought and honesty.

DO YOU LIKE YOURSELF?

Be honest. If you do not like yourself, you cannot possibly be a positive thinker. If your answer is "no," review the answers to the above questions to find what you really have going for you.

The positive attitude begins with you. You must believe in yourself.

In order to become a positive thinker, you have to stop letting others dictate to you. No one knows better than you who you are and what you really want out of life. Be your own person. Set your goals and reach for them.

If you practice saying to yourself "I can't" instead of "I can" you create your own fences.

A fence does what? It creates a barrier or forms a boundary line -- a security from intrusion. It also prevents you from escaping.

Set some goals, and keep them in sight. Don't let anything else take priority.

In conclusion, it must be stated that getting and keeping a positive mental attitude is not easy. With the world growing more complex and many things changing so fast, it is easy to be negative.

However, there is so much to be positive about. We live in the greatest country in the world, despite all of its current problems. We are free to choose in what way we wish to make our living. We are free — freer than any other people in the world. That is something to be positive about. Furthermore, you have the opportunity to read this. In many countries, the government would not let you read it because it would give you too many ideas.

In America today we need ideas. We need people who will come up with ideas and have enough courage and strength to carry them out. In short, we need people with a positive mental attitude.

It's easy to be negative. It's easy to fall into the trap of negative thinking. Reasons often logically appear to exist why something cannot be accomplished. But negative thinkers have contributed little to the development of the world in which we live, except mistrust and lack of understanding.

Positive thinkers have originated all inventions and all progress. And they are remembered for those successes. They are not remembered for the times they failed, only for achieving their quest.

BE POSITIVE.

BE AN ACHIEVER.

Marketing Education, Instructional Materials Laboratory, Columbus, Ohio.

BECOMING A POSITIVE THINKER EXERCISE

In order to become a positive thinker, you must first of all know and understand yourself. To help you do this, answer the following questions. Your responses will be kept confidential.

1. What things are important to me? What people?

   ____

   ____

2. What do I like to do?

   ____

   ____

3. What things can I do best?

   ____

   ____

4. What have I always wanted to do but never done?

   ____

   ____

5. What are some of my greatest experiences; my worst?

   ____

   ____

6. If I were ever called upon to give up everything about myself -- my personality, etc. -- what would I save and why?

   ____

   ____

UNIT: Work Attitudes and Habits
Lesson 2
Attachment C

POSITIVE MENTAL ATTITUDE INVENTORY

Read each question and decide if your answer is yes or no. Be honest; no one but you will see this inventory unless you decide to show it to someone.

		YES	NO
1.	Do you believe in yourself?	____	____
2.	Do you have faith in your skills and abilities?	____	____
3.	Do you believe you can achieve anything you set out to do?	____	____
4.	Do you like yourself?	____	____
5.	Do you let others dictate who you are and what you really want out of life?	____	____
6.	Do you set your own goals and reach for them?	____	____
7.	Do you say "I can" instead of "I can't"?	____	____
8.	Do you see yourself as an achiever?	____	____
9.	Do you feel that a positive mental attitude can aid you in achieving whatever you want out of life?	____	____
10.	Do you believe in hard work and a positive approach?	____	____
11.	Do you have the courage to believe in your dreams?	____	____
12.	Do you think people like you when you're positive?	____	____
13.	Do you feel that your attitude affects others?	____	____

UNIT: WORK ATTITUDES AND HABITS

Lesson 3: Understanding and Practicing Good Work Habits

Educational Concept

Good work habits are those basic things a worker does every time there is a job or task to complete to insure a good result. Poor work habits and attitudes are the prime reasons employees are fired, miss raises, and lose promotion opportunities. A worker's responsibility includes more than just performing a job. The worker is expected to come to work on time, dress properly, observe company rules, follow instructions, and get the job done correctly and on time.

Objective(s)

Given basic information on good work habits, the student will:

1. Name correct work habits that can alleviate unacceptable job situations.
2. Assess work habits and develop a plan to improve them.
3. Identify his/her own work habits based on behavior.

Mastery will be determined by the ability of the student to describe and practice good work habits relating to job performance and success.

Resources Needed

Student Profile Folder
What Are Good Work Habits? (Attachment A)
Work Habits — Inventory (Attachment B)
Rating Interpretation for Work Habit Inventory (Attachment C)
Recognizing Poor Work Habits and Their Consequences (Attachment D)
Answers (Attachment E)
Plan Now To Improve Your Work Habits (Attachment F)

Learning Activities

Exercise 1
Distribute What Are Good Work Habits? (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Work Habit Inventory (Attachment B). Inform the students that their responses will be confidential. Direct the students to complete the inventory. Upon completion of the rating scale, distribute Rating Interpretation for Work Habit Inventory (Attachment C). Instruct students to total their scores and compare them to the Rating Interpretation.

Exercise 3
Distribute Recognizing Poor Work Habits and Their Consequences (Attachment D — Case Studies Only). Divide the class into pairs. Direct each student to write the correct answer and possible consequences of the acts. Upon completion, discuss as a group the answers given by each pair. Distribute Answers (Attachment E) and ask the students to compare their answers to those listed. Allow time for discussion.

Exercise 4
Distribute Plan Now to Improve Your Work Habits (Attachment F). Give students time to study the material. Direct students to list those work habits that indicate a need to improve using the inventory completed in Exercise 2.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written responses to Attachments B, D and F. Evaluation should be predicated on student participation and completion of written learning activity on good work habits. Attachment F, Lesson 1, should be used in rating the degree of student participation.

Other Suggested Resources

Como, Jay, **Surviving on the Job**
Illinois State Board of Education, **Methods and Materials for Teaching Occupational Survival Skills**
Kimbrell, et. al., **Succeeding in the World of Work**
Littrell, J.J., **From School to Work: A Cooperative Education Book**
South Carolina Department of Education, **Affective Education Handbook for Vocational Education**
South Carolina Department of Education, **Job Seeking: How & Where**

WHAT ARE GOOD WORK HABITS?

Good work habits are those basic things you do every time you have a job or task to complete that insure a good result. These habits, like any other habits, good or bad, become almost second nature to you. You do these things automatically, almost without thinking about them. Read the following definitions of good work habits.

Honesty

Honesty means more than not lying. It means being honest in every area. You realize that the company has to make a profit to exist, and the company depends on you to help it make a profit. Therefore, you are honest by being on time, by not being wasteful, by not stealing, by being truthful in every situation, and by doing an honest day's work.

Accuracy in Work

Accuracy in work means having a finished product that is just right. In other words, you've done the job right. Accuracy is often more important than speed. A person who works slower but makes fewer mistakes will usually get more done than the person who works fast and makes a lot of mistakes.

Concentrating on The Job

You feel that when you are at work your job deserves your full attention. Personal matters are not a part of your job. You stay away from wasting work time by not talking to other employees about non-work matters and tying up the company's phone with personal matters.

Planning Your Work

When you are assigned a job or before you begin your daily task, you take time to organize what you are going to do. You carefully plan each step so that your time is not wasted and the job is done properly.

Observing Resources

You respect company property because you realize that when the company loses, it hurts your chance of getting a pay increase. You're not only careful in conserving material and supplies on your own job, but you go out of your way to conserve utilities and protect company property.

Finishing a Job

Putting things off until a later date is a problem that plagues people. They keep postponing a job until it ends up not being done or only half done. Developing the habit of finishing a job means that you can be counted on to get the job done. Employers value this habit, especially around promotion time.

Kentucky Department of Education. **Employability Skills**, "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

UNIT: Work Attitudes and Habits
Lesson 3
Attachment B

WORK HABIT INVENTORY

Take an honest look at yourself. Just as a grocery store clerk takes inventory to see what is on the shelf and what isn't, take inventory to see if you have good work habits.

Write always, usually, seldom, or never for each statement.

Am I Honest?	**Always**	**Usually**	**Seldom**	**Never**
1. If your instrctor makes a mistake in grading your paper and gives you a higher grade than you deserve, do you tell your instructor?	______	______	______	______
2. When accidents happen and you are involved, do you tell someone even though it may cause you trouble?	______	______	______	______
3. In any job you may have had, have you been honest in every way?	______	______	______	______
Am I Accurate in the Work I Do?				
4. When you write a paper for school, do you try your best to use accurate and factual information?	______	______	______	______
5. When you put a model car together, make or sew clothes, or anything else, do you do as exact a job as possible?	______	______	______	______
6. When you have worked in the past, have you tried your best to do the job right?	______	______	______	______
Do I Finish Jobs I Start?				
7. When volunteering for jobs at school, do you finish them as soon as possible?	______	______	______	______

	Always	Usually	Seldom	Never
8. When you start a job or a project at home, do you finish it?	______	______	______	______
9. When you have worked in the past, did you finish the jobs for which you were responsible?	______	______	______	______
Do I Follow Instructions?				
10. When an instructor gives you an assignment, do you listen carefully, make notes when given instructions, and ask questions when you don't understand?	______	______	______	______
11. When doing a new project at home, do you follow written instructions carefully or listen closely to oral instructions?	______	______	______	______
12. Have you been very careful to follow written and oral instructions on past jobs you've had?	______	______	______	______
Do I Work Neatly?				
13. Are assignments you turn in at school neat? Do you try your best to keep the classroom clean and neat?	______	______	______	______
14. Do you keep your room at home neat, and do you do your share to keep your home clean?	______	______	______	______
15. On jobs you've had, did you do neat work and keep your area clean and orderly?	______	______	______	______
Do I Concentrate on My Work?				
16. Do you pay attention in each class and leave other concerns outside the class?	______	______	______	______

	Always	Usually	Seldom	Never
17. When doing home projects, do you find it easy to stay with a task, giving it your full attention?	______	______	______	______
18. In past jobs, have you found it easy to pay attention to your work and leave personal problems at home?	______	______	______	______
Do I Plan My Work?				
19. When you work on an assignment at school, do you organize your material and think through what you're going to do?	______	______	______	______
20. Are your home projects carefully planned and organized?	______	______	______	______
21. When assigned tasks on jobs you've had, did you plan carefully and think through what had to be done?	______	______	______	______
Am I Wasteful or Conservative?				
22. Do you respect school property and try your best not to waste or damage school materials and property?	______	______	______	______
23. Do you try to conserve electricity, water, and other resources at home? Do you also respect property of other members of the family?	______	______	______	______
24. Do you try to conserve company material and resources on jobs you've had in the past?	______	______	______	______

Add up your points:
Always — 4
Usually — 3
Seldom — 2
Never — 1

Kentucky Department of Education. **Employability Skills,** "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1975.

UNIT: Work Attitudes and Habits
Lesson 3
Attachment C

RATING INTERPRETATION FOR WORK HABIT INVENTORY

Compare your score to those below.

86 -- 96	Excellent	You have excellent work habits. Since 90% of the employees who lose their jobs do so because of poor work habits, you will rarely, if ever, be fired from a job.
71 -- 85	Very good	Your work habits are very good and need only a little more effort to get you into the excellent range.
56 -- 70	Good	Your work habits are good and will help you on the job; however, you need to work on those habits that are pulling you down.
40 -- 55	Fair	Your work habits are fair, but you need to make a real effort to improve weak areas.
24 -- 39	Poor	Your work habits may get you into serious trouble on the job. Start now to improve your work habits.

Kentucky Department of Education. **Employability Skills,** "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

UNIT: Work Attitudes and Habits
Lesson 3
Attachment D

RECOGNIZING POOR WORK HABITS AND THEIR CONSEQUENCES

Read the case studies below and decide which good work habits are being followed or violated. Write the possible consequences of these acts.

1. Sue feels she is being underpaid at the grocery store where she is employed. She feels it's alright to take a few extra items home each week to make up for her low wages.

2. Alan has been a bookkeeper for several years now. He has always double checked his work, but now feels he can get more work done by skipping this routine.

3. Judy is a new welder at a ship building company. She was the top welder in her vocational school class and feels that her way of doing certain jobs is better than the supervisor's methods.

4. Kevin is a new mechanic at a car dealership. He is a very good mechanic but doesn't keep his area clean and orderly. He often has to borrow tools from other mechanics.

5. Gene seems to work all the time in his new department store job but never really finishes a job. Just when he gets started on one job he goes to another.

6. Alice works in an automobile parts store. She has always been considered a topnotch worker. Lately, however, she's had problems at home and is often late for work and stays on the phone a lot with personal calls.

7. Jim feels he is underpaid at his electronic manufacturing job. He's been cited several times for using more material than necessary on his job. Jim feels he needs that material to do a good job and that the amount of material used is the company's problem, not his.

8. Ken is considered one of the best machinists in the plant, but also one of the slowest. His supervisor is puzzled about Ken's slowness, but Ken's co-workers know that he daydreams a lot and takes frequent breaks.

UNIT: Work Attitudes and Habits
Lesson 3
Attachment E

ANSWERS

	Work Habit	Possible Consequences
1.	Honesty	Employers will overlook a lot of mistakes, but stealing is not one of them. Sue could be fired or even prosecuted in court for her actions.
2.	Accuracy	Alan may cause himself more work and even lose customers if he fails to catch his mistakes by double checking. Accuracy is almost always more important than speed.
3.	Following Instructions	New workers should follow their supervisor's instructions until they are totally familiar with their jobs. Judy could be reprimanded or even fired, especially if she makes a mistake doing it her way.
4.	Neat and Orderly Work and Work Areas	Kevin's co-workers will eventually get tired of loaning him tools, especially if he misplaces them. Kevin's messy area will fail to impress his supervisor and could interfere with his work.
5.	Finishing a Job or Planning Your Work	Employers and co-workers soon lose trust in people who fail to finish their jobs. When you seem to have more to do than you can accomplish, it's best to start and finish the more important jobs first. Plan your work and be sure to finish jobs you start.
6.	Concentrating on the Job	Letting personal problems interfere with work will eventually spell trouble. Company time must be used for company jobs. Personal matters can lead to lost or wasted time, being passed over for promotions, and eventually to firing.
7.	Conserve Resources	Each worker must realize that everyone plays a part in the company's success or failure. When you waste utilities, materials or time, a loss of profit to the company will result. A loss of profit means less money to pay you and less money for expansion for more jobs.

8. Concentrating On the Job	Daydreaming, taking unscheduled breaks, and loafing on the job will result in lower production, fewer promotions, and fewer pay raises. When you agree to work for a wage, you agree to do the best possible job. Concentrating on the job will help you turn out a better product, get more done, and even help time pass faster.

Kentucky Department of Education. **Employability Skills,** "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

UNIT: Work Attitudes and Habits
Lesson 3
Attachment F

PLAN NOW TO IMPROVE YOUR WORK HABITS

Habits have to be practiced every day to become true habits. Just as brushing your teeth (a good habit) or biting your nails (a bad habit) took constant practice, so will the development of good work habits.

WHY?

Why develop good work habits? You probably already know some answers, but here are just a few for you to think about. Maybe you can think of more.

1. Money! If bad work habits can get you fired, surely good work habits will get you raises and promotions.

2. Better jobs! Promotions usually go to the best workers. The best workers always have good work habits.

3. Pride! Everyone wants to feel good about themselves. By developing good work habits, you'll do a better job and feel better about yourself.

4. Better products! When the company prospers, its employees prosper.

5. Better working relations! Your supervisor and your co-workers will like and respect you for being a good worker.

How did you do on your work habit inventory? Make a list of those work habits that you need to improve. Decide how you are going to improve those work habits and write down your goals for improvement.

Example: Following instructions (work habit that needs improvement)

1. Listen carefully to instructions.
2. Make notes, especially on long and detailed instructions.
3. Ask questions when I don't understand.

Share your work habit improvement goals with your teacher, counselor, or trusted friend. They can help you improve your work habits and it will motivate you to try harder when someone else knows about your goals.

Kentucky Department of Education. **Employability Skills**, "Practicing Good Work Habits" (Module ES-16). Frankfort, Ky., 1979.

UNIT: WORK ATTITUDES AND HABITS

Lesson 4: Initiative

Educational Concept

Employers have a right to expect workers to complete whatever duties they are given. If they have not been told what to do, they need to see what needs to be done and go ahead and do it. Initiative is an indication of a good attitude displayed through action. It is the readiness and ability to start a course of action.

Objective(s)

Given basic information on initiative, the student will:
1. Correctly define initiative.
2. Explain at least three ways that initiative can be demonstrated on the job.
3. Correctly utilize his/her knowledge to solve a case problem.

Mastery will be determined by the ability of the student to define and explain mastery.

Resources Needed

Student Profile Folder
Initiative -- Definition and Examples (Attachment A)
Initiative Worksheet (Attachment B)
Using Initiative Worksheet (Attachment C)
Case Problem (Attachment D)

Learning Activities

Exercise 1
Distribute Initiative -- Definition and Examples (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Initiative Worksheet (Attachment B). Instruct the students to answer the two questions completely. Upon completion, discuss the answers to the questions as a group.

Exercise 3
Distribute Using Initiative Worksheet (Attachment C). Instruct the students to answer the two questions completely. Upon completion, discuss the answers to the questions as a group.

Exercise 4
Distribute Case Study (Attachment D). Give students time to study the problem. Direct the students to answer the three questions pertinent to the case problem. Upon completion, discuss the answers to the questions as a group.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachments B, C, and D. Evaluation should be based on student participation and the written work on initiative. Attachment F, Lesson 1, should be used to rate the students on their participation.

Other Suggested Resources

Adkins, **Adkins Life Skills Programs, Keeping My Job: Habits That Help**

Follow-Up (or Outside Class) Activities

Instruct students to observe employees and/or other students during their daily routine. Direct them to prepare a brief observational report specifically listing those areas where initiative was demonstrated. Remind the students that any first action or ability to start a course of action is considered a moment of initiative.

UNIT: Work Attitudes and Habits
Lesson 4
Attachment A

INITIATIVE — DEFINITION AND EXAMPLES

Definition

Initiative is the readiness and ability to start a course of action. A person who demonstrates initiative is one who takes the first action in any situation.

Examples of a retail salesperson demonstrating initiative

1. Dust and clean the merchandise and the display units.
2. Rearrange merchandise on display units.
3. Straighten merchandise in the stockroom.
4. Sweep the floor in the department.
5. Check the merchandise for proper tickets and prices.
6. Develop a new display idea.

Ohio State University, Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Initiative" (Lap 9). Columbus, Oh., 1974.

INITIATIVE WORKSHEET

1. Define initiative.

____

____

____

____

2. In the situation below, explain how you could demonstrate initiative.

SITUATION: You are employed as a service station attendant at a local service station. Business is very slow today. There are no customers at the present time.

How could you demonstrate initiative?

____

____

____

____

Ohio State University, Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Initiative" (Lap 9). Columbus, Oh., 1974.

UNIT: Work Attitudes and Habits
Lesson 4
Attachment C

USING INITIATIVE WORKSHEET

1. If you are employed, write a description of your job situation. If you aren't employed, write a description of a job situation that is in line with your occupational objective.

   ____

   ____

   ____

   ____

2. Write at least three ways that you could demonstrate initiative in the above situation.

   a. ____________________

   b. ____________________

   c. ____________________

Ohio State University, Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Initiative" (Lap 9). Columbus, Oh., 1974.

CASE PROBLEM

Bill's career goal is to be a plumber. During summer vacation, he works as a plumber's helper. One of his job tasks is to help his employer with all the work. His employer constantly has to remind Bill what to do next. After Bill completes a task he usually daydreams until his employer gives him something else to do.

1. Is Bill using initiative on the job? Explain your answer.

____

____

____

2. What are some of the things Bill could do after completing a task rather than daydreaming?

____

____

____

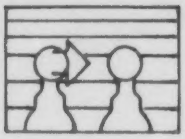
3. Do you think Bill should change his career goal? Why or why not?

____

____

____

Como, Jay. **Surviving on the Job.** McKnight Publishing Co., 1983.



UNIT: WORK ATTITUDES AND HABITS

Lesson 5: Enthusiasm

Educational Concept

The best employees are those who like their work and show enthusiasm for it. It has been stated that enthusiasm is the key not only to the achievement of great things but to the accomplishment of anything. Enthusiasm makes hard work easy and enjoyable. When employees are interested in and enjoy their work, life itself is more interesting and enjoyable.

Objective(s)

Given basic information on enthusiasm, the student will be able to define and demonstrate the concept of enthusiasm.

Mastery will be determined by the student's ability to recognize the importance of enthusiasm to job success.

Resources Needed

Student Profile Folder
Enthusiasm: What It Is, What Causes It, and How It Happens (Attachment A)
Enthusiasm Counts (Attachment B)
Answers (Attachment C)
Expectations (Attachment D)

Learning Activities

Exercise 1
Distribute Enthusiasm: What It Is, What Causes It and How It Happens (Attachment A). Give students time to study the materials. Discuss as a group.

Exercise 2
Distribute Enthusiasm Counts (Attachment B). Instruct students to anwer the three questions. Upon completion, discuss the responses as a group, using Answers (Attachment C) as a guide to the discussion.

Exercise 3
Review Expectations (Attachment D) with class. Ask for class opinions regarding options for the employee when expectations are not met by the employer. The class may identify some or all of the following options: remain silent; voice a complaint through grievance channels; terminate job; complain to immediate supervisor; or complain to co-worker. The latter two options should be labeled inappropriate in any discussion.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Evaluation should be predicated on student participation using Attachment F, Lesson 1 as a rating scale for that participation. Students should have completed the written exercise on enthusiasm.

Other Suggested Resources

Illinois State Board of Education, **Methods and Materials for Teaching Occupational Survival Skills**
Littrell, J.J., **From School to Work: A Cooperative Education Book**
South Carolina Department of Education, **Job Seeking — How & Where**

Follow-Up (or Outside Class) Activities

Assign students to write an observational report on fellow students describing the degree to which enthusiasm was displayed. The following questions may be used as a guide in writing the report.

1. During the observed activity, did the person demonstrate a feeling of joy and happiness?
2. What specific behaviors expressed the feeling of excitement, joy, and happiness?

ENTHUSIASM: WHAT IT IS, WHAT CAUSES IT, AND HOW IT HAPPENS

Pretend for a moment that you are at a basketball game. Your team is down by one point. The opposing team has the ball . . ., but wait! The ball is stolen, your team sinks a basket! The horn sounds! The game is over! YOUR TEAM HAS WON!!!

1. How would you feel at this moment?
2. How would you act?

If you are a basketball fan, your feelings and actions at this time would undoubtedly have been enthusiastic. But what is enthusiasm? What causes it?

WHAT IS ENTHUSIASM?

Enthusiasm is a feeling of excitement, joy, and happiness.

WHAT CAUSES ENTHUSIASM?

First of all a person must have a lively and sincere interest in the subject at hand. In this case, the subject is basketball. A person who does not like or who does not have an interest in this sport would not be able to get excited about it. He/she would not be able to feel and demonstrate enthusiasm.

HOW DOES ENTHUSIASM HAPPEN?

Enthusiasm stems from a sincere interest and belief in something or someone. When things occur to make the situation more rewarding, more helpful, or more exciting, the feeling of enthusiasm occurs spontaneously — it just happens!

It would be difficult, if not impossible, for a person to try to demonstrate enthusiasm if he/she didn't **feel** enthusiastic.

Feelings and emotions reveal themselves in many ways. Even though a person might clap his/her hands and yell "yeah" when the team's ball goes through the hoop at the basketball game, the way the hands are clapped, the way "yeah" is said, the expression on his/her face, the way the eyes look, and the movements of his/her body usually indicate the person's "real" feelings. This is true in any situation. Have you ever received a Christmas or birthday present that really didn't interest you and then tried to act excited (enthusiastic) about it? Do you think you "fooled" anyone? Of course you didn't (not unless you are an exceptionally good actor or actress) and who wants to act — pretend — if that's not the way you really feel?

How does this relate to business? Ask yourself the following questions.

1. How do I feel, as a customer, when a salesperson seems to be personally recommending a product to me?

2. As a worker, what difference does it make in my attitude toward my job if other employees don't care about the job we are doing or the other people they are working with, either employees or customers?

Part of the key in either case is that the employee needs to be sincere and interested. These two factors generate enthusiasm, particularly when an effort is made to communicate this sincerity and interest to others.

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Enthusiasm Counts" (Lap 8). Columbus, Oh., 1974.

UNIT: Work Attitudes and Habits
Lesson 5
Attachment B

ENTHUSIASM COUNTS

1. Circle the letter beside the phrase which best defines "enthusiasm."

   a. An attitude of indifference
   b. A feeling of happiness, excitement, and joy
   c. Acting interested and excited -- screaming and jumping up and down
   d. Pretending to be excited

2. Circle the letter beside the following items that contribute to enthusiasm for others.

   a. Being self-centered
   b. Interest
   c. Caring
   d. Desire to help
   e. Indifference
   f. Liking
   g. Believing
   h. Pretending
   i. Acting
   j. Giving
   k. Receiving

3. Write a brief narrative explaining how you would demonstrate enthusiasm for another person on the job.

____

____

____

____

____

____

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Enthusiasm Counts" (Lap 8). Columbus, Oh., 1974.

ANSWERS

1. b

2. b, c, d, f, g, and j

3. Narrative should include a majority of the following terms defining enthusiasm.
    a. Interest
    b. Liking
    c. Desire to help
    d. Believing
    e. Giving
    f. Caring

EXPECTATIONS

Expectations of Employer

While your employer will not expect you to be perfect, he/she will expect you to possess certain characteristics. You should be aware that you must provide some skills to the company that will allow it to make money to pay your salary. In other words, you must enable the company to make a profit so your salary can be paid! In addition to a good day's work, employers will expect you to possess these qualities.

1. Honesty
2. Dependability
3. Initiative
4. Cooperation
5. Enthusiasm
6. Loyalty
7. Acceptance of constructive criticism
8. Willingness to follow directions
9. Willingness to learn

Expectations of Employee

Just as the employer has certain expectations from his/her employees, likewise the employee has a right to expect certain things from the employer! Some employers are more considerate than others; but most employers offer the following benefits to their employees.

1. Fair salary
2. Safe working conditions
3. Job training
4. Explanation of rules and regulations
5. Introduction to other employees
6. Evaluation of your work
7. Encouragement of honesty and openness

Keeping a job can be as challenging as getting one! Remember, you have the ability to do the work. Whether or not you keep the job depends on your attitude, your work skills and interpersonal skills, and your sincere desire to succeed.

South Carolina Department of Education, **Job Seeking — How & Where,** Columbia, S.C., 1981.

UNIT: WORK ATTITUDES AND HABITS

Lesson 6: Importance of Attendance

Educational Concept

A person who goes to work every day is a dependable employee to an employer. Employee absenteeism is a major problem for all businesses. Most employers take a strong stand on this issue and will not tolerate too many employee absences. There is a job to be completed and when employees do not report to work, the business loses money and valuable time.

Objective(s)

Given basic information on attendance, the student will demonstrate a knowledge of the importance of good attendance and how absenteeism affects the worker and the employer.

Mastery will be determined by the student correctly responding to the questions on absenteeism and recognizing the importance of attendance to job success.

Resources Needed

Student Profile Folder
Points to Ponder About Absenteeism (Attachment A)
Absenteeism Worksheet (Attachment B)
Answers (Attachment C)
Work Habits and Interpersonal Skills (Attachment D)

Learning Activities

Exercise 1
Distribute Points to Ponder About Absenteeism (Attachment A). Give students time to study the material. Discuss as a group using the Thoughts for Discussion Section as a guide.

Exercise 2
Distribute Absenteeism Worksheet (Attachment B). Direct the students to answer the worksheet completely, emphasizing the narrative requirement of the first two questions. Upon completion, review the answers to each question and have students make any necessary corrections.

Exercise 3
Distribute Work Habits and Interpersonal Skills (Attachment D). Review the directions and instruct students to complete the inventory. Specifically discuss the first habit, good attendance.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

The Student Profile Folder should include the results of Attachments B and D. Evaluation should be predicated on student participation and completion of written learning activities on work attendance. Use Attachment F, Lesson 1 to rate student participation.

Follow-Up (or Outside Class) Activities

Direct student to interview a supervisor with the following questions.

1. How does employee absenteeism affect your business or industry?
2. What are some acceptable reasons you would consider for an employee's absence?
3. How can absenteeism affect an employee's job success?

Following the interview, direct the students to write a narrative report on the experience.

Other Suggested Resources

Worthy, **What Employees Want**

POINTS TO PONDER ABOUT ABSENTEEISM

Were you really ill the last time you called into work sick?

Could you have gone to work with that slight headache or that upset stomach? Your attendance on the job is extremely important.

According to doctors not all people who call in sick are really sick. In fact, if only half the people were really ill, the air would be so filled with germs that it would be unsafe to go outside of the house and breathe.

Absenteeism is a very serious problem in business today. Absenteeism is costing business in excess of $20 billion each year. This is made up of overtime payments, recordkeeping expenses, extra fringe benefits, and lost productivity due to inexperienced people substituting.

In addition to the added costs involved with absenteeism, there is the problem of strained human relations. Someone will have to do your work when you are not at work. This is upsetting to a person called at the last minute to replace you if he/she had planned something for that day.

Or, it is equally upsetting to tell an employee to stay at work an extra shift because you cannot come to work. Put yourself in this person's shoes. How would you like to have to cancel all of your plans to cover for someone who is probably not that seriously ill anyhow? Rather inconsiderate, isn't it? It is human-relations smart to go to work every day unless you are seriously ill.

The individual who fails to consider the consequences of absenteeism is foolish and immature. There is no clearer sign of immaturity than playing with fire -- when you know you are going to get burned. People who take frequent days off work will get burned either by a lost promotion or ultimately a lost job. Remember that day you took off last week or last month? It is on your record in the personnel office. When it comes time for a raise or for a promotion, guess who will get passed over? Right! The person with the record.

When should you stay home from work? Experts in human relations suggest that you stay home when your physical or emotional state may be damaging to your well being or your productivity or harmful to others with whom you are in contact. If you are in one of those situations, indeed you should stay home. Any other time, you should be on the job and on time.

Absenteeism hurts the career you have planned in many ways. Here are a few.

1. Other workers will resent having to do your work for you, so relationships will be strained and that all important concern of teamwork will be destroyed. It is hard to cooperate with a person on a team who is not willing to give all to the overall performance of the team.

2. A poor attendance record will cause your supervisor not to trust you. Your employer cannot rely on you to be at work to get your work done. Without this trust, recommendations for raised wages or for promotions are hard to come by.

3. These attendance records are permanent. They can be and are transferred from one company to another. Even if you do not plan to keep the job you presently have, your records are important to your future. That job you really want may be dependent upon past attendance records.

4. Employees with good work records regarding absenteeism are among the last to be cut back or released because of a lack of business. So, your attendance records are important to you in continuing the job that you presently have.

What You Should Do if You Cannot Go to Work

Here are a few suggestions to follow if you find that you cannot go to work.

1. Make sure your reason is valid and justifiable.

2. Notify the company as far in advance as possible of your decision not to come to work. This gives them time to arrange for someone to work your shift. Every store has substitute workers but it is sometimes difficult to find someone who can come to work on short notice.

3. If a special event is coming up, clear the day off as far in advance as possible so schedules can be changed. Personnel people have more to do than to just prepare and change schedules. If someone asks you to change hours with them, try to cooperate because you never know when you might need a return favor. Some stores have gone to the practice of making employees find their own replacements when they want time off to attend a special event. Cooperation among members of the work force is essential if this policy is followed in your store.

4. If you are going to be late for work, try to follow the same rules. Notify the personnel manager so an arrangement can be made for someone to cover for you. Lateness, although not as severe as absenteeism, is a big problem in business today.

A good work record is one of the most valuable assets a person can have. This record shows that you are mature and concerned about your future. A good record, free of numerous absences, shows pride; a rare quality in many people today. This pride will carry over into other areas which will increase the chances of your success.

Thoughts for Discussion

1. How is absenteeism harmful to the individual? To the company?
2. Trace the events that occur when you are absent from work.
3. What are some guidelines to consider regarding your absence from the job?
4. Why is a good attendance record important?

ABSENTEEISM WORKSHEET

1. List three acceptable reasons for an employee to be absent from work.

____

____

____

2. Why should an employee let his/her employer know ahead of time if he/she is unable to come to work?

____

____

____

True or False

________ 1. An employee can miss as many days as wanted as long as the employer is notified.
________ 2. Having a minor cold isn't a good reason to be absent from work in most cases.
________ 3. It pleases employers when employees are absent from work because they don't have to pay them for days out of work.
________ 4. Being absent from work is justified by the death of a close family member.
________ 5. Sufficient notice of being absent from work is five minutes before starting time.
________ 6. Excessive absenteeism causes many employees to be dismissed from their jobs every year.
________ 7. An employee who comes to work when scheduled is dependable.
________ 8. A legitimate excuse for missing work is forgetting to set your alarm clock.
________ 9. An employee may be required to submit a note from a doctor after missing work.
________ 10. Absenteeism costs business/industry money.

Como, Jay. **Surviving on the Job.** Bloomington, Ill.: McKnight Publishing Co., 1983.

ANSWERS

1. False
2. False
3. False
4. True
5. False
6. True
7. True
8. False
9. True
10. True

UNIT: Work Habits and Attitudes
Lesson 6
Attachment D

WORK HABITS AND INTERPERSONAL SKILLS

Directions

1. Pretend that you are an employer. Read the list and check in Column I the qualities you would like your employees to have.
2. Read the list and check in Column II those qualities you would like your co-workers to have.
3. Read the list and check the qualities you have in Column III.
4. Read the list and check in Column IV the qualities you need to improve.

WORK HABITS AND INTERPERSONAL SKILLS	I EMPLOYEES	II CO-WORKERS	III YOUR QUALITIES	IV TO IMPROVE
Good attendance				
Promptness				
Thoroughness				
Perseverance				
Follow directions				
Reliability				
Ability to make decisions				
Interested in work				
Resourcefulness				
Able to take criticism				
Able to give constructive criticism				
Saving of materials and time				
Cooperative				
Able to communicate				
Continually improving				
Contribute creative ideas				
Helpful				
Honest				
Willing to do more than required				
Dependable				
Conscientious				
Congenial				
Efficient				
Imaginative				
Industrious				
Leadership ability				
Loyal				
Open-minded				
Patient				
Persistent				
Sincere				
Sympathetic				
Tolerant				
Good judgement				
Cheerfulness				
Ability to handle emergencies				
Physical appearance				

South Carolina Department of Education. **Job Seeking — How & Where**, Columbia, S.C., 1981.

UNIT: WORK ATTITUDES AND HABITS

Lesson 7: Honesty

Educational Concept

Honesty is one of the basic requirements for obtaining and keeping a job. Dishonest behavior is detrimental to the business, its customers, other employees, supervisors, and managers. It is unlawful to demonstrate dishonest behavior in business and the person involved could be legally prosecuted. The person could also expect to be fired. Dishonesty on the job can take many forms such as cheating on time worked and stealing business property. Employers can not afford to pay employees for work not performed or allow them to take merchandise or supplies for personal use.

Objective(s)

Given basic information on honesty, the student will:

1. Identify honest and dishonest behavior on the job.
2. Recognize the importance of honesty with regard to job performance and success.

Mastery will be determined by the student describing dishonest and honest behavior on the job.

Resources Needed

Student Profile Folder
What Would You Do? (Attachment A)
Honesty and Job Performance (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Distribute What Would You Do? (Attachment A). Using the worksheet as a guide for discussion, elicit examples of honest and dishonest behavior pertinent to each situation.

Exercise 2
Distribute Honesty and Job Performance (Attachment B). Instruct students to answer the two questions completely. Upon completion, use Answers (Attachment C) for discussion purposes. Ask students to compare their answers with those listed on the attachment.

Exercise 3
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Base the evaluation on student participation using Attachment F, Lesson 1 as a rating scale for that participation. Evaluation should also be based on the student's completion of the written exercise on honest behavior.

Other Suggested Resources

Bolles, **The Three Boxes of Life**

Follow-Up (or Outside Class) Activities

Ask students to interview a business supervisor, possibly the same person interviewed in Lesson 7, and ask the following questions.

1. How does dishonesty among employees affect your business?
2. In your opinion, how does an employee overcome dishonest behavior?
3. What does your company do to solve the problem?

Following the interview, ask students to write a brief narrative or summary of the interview.

WHAT WOULD YOU DO?

1. If you found a ten-dollar bill on the floor where you work...
2. If you saw a fellow employee taking something from the company...
3. If you and another employee were given an assignment and he/she refused to cooperate or do his/her part of the work...
4. If your supervisor was away from the job and your fellow workers wanted you to leave early with them...
5. If you knew that an employee was cheating on his/her time card...
6. If you felt that you were being taken advantage of by your supervisor...
7. If you observed other employees wasting materials or supplies...
8. If you were cleaning up and observed usable materials that had been placed in trash containers...
9. If you saw a person shoplifting
    a. Where you were working...
    b. In a store where you were purchasing something...
10. If you knew a fellow worker used sick days for personal activities...

South Carolina Department of Education. **Affective Education Handbook for Vocational Education.** Columbia, S.C., 1979.

UNIT: Work Attitudes and Habits
Lesson 7
Attachment B

HONESTY AND JOB PERFORMANCE

1. List at least three things an honest employee would or would not do in job situations such as record keeping, time keeping, stock keeping, or jobs that require working with money.

a. ____

b. ____

c. ____

d. ____

e. ____

2. Give at least 4 reasons why it is necessary for employees to demonstrate honest behavior.

a. ____

b. ____

c. ____

d. ____

e. ____

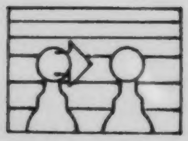
f. ____

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Honesty and Integrity on the Job" (Lap 5). Columbus, Oh., 1974.

ANSWERS

1. a. Steal
   b. Punch cards without authorization
   c. Misplace or hide merchandise
   d. Be careless in counting change to customers
   e. Mismark merchandise, etc.

2. a. Dishonest behavior would be detrimental to the business, its customers, other employees, supervisors, and managers.
   b. The dishonest employee would not be retained by the business and would probably have a great deal of difficulty obtaining another job.
   c. Honesty is one of the basic requirements for obtaining and keeping a job.
   d. It is unlawful to demonstrate dishonest behavior in business. The dishonest person could be legally prosecuted.
   e. Dishonest behavior breeds self-contempt and dislike. It is important to like and respect yourself in order to perform a job effectively and in order to get along well with others.



UNIT: WORK ATTITUDES AND HABITS

Lesson 8: Getting Along With Others

Educational Concept

Getting along with others involves having sound working relations with others and working together toward a common goal. An employee who is unable to get along with others may not survive on the job. Some workers have good technical skills but poor social skills. The result is that 85% of the people who lose their jobs do so because they are unable to get along with other people.

Objective(s)

Given basic information on interpersonal relationships, the student will be able to recognize the importance of getting along with others on a job.

Mastery will be determined by the student's ability to assess his/her interpersonal relationship skills and identify how these skills relate to job success.

Resources Needed

Student Profile Folder
Points To Ponder (Attachment A)
Self-Assessment (Attachment B)
Problem Situations (Attachment C)
Answers (Attachment D)
Worksheet (Attachment E)
Answers (True or False) (Attachment F)

Learning Activities

Exercise 1
Distribute Points To Ponder (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Self-Assessment (Attachment B). Review the example on the worksheet. Instruct the students to complete the self-assessment, emphasizing the importance of responding honestly. Inform the students that their responses will be confidential.

Exercise 3
Distribute Problem Situations (Attachment C). Direct the students to follow the instructions on the worksheet and proceed with completing the task. Upon completion, discuss the answers of the students as a group. Using Answers (Attachment D), instruct the students to make any necessary corrections to their worksheets.

Exercise 4
Distribute the Worksheet (Attachment E). Direct students to complete the worksheet, emphasizing the need to be as thorough as possible in the discussion and case problem sections. Upon completion, review the answers to each question through class discussion.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written answers to Attachments B, C, and E. Student evaluation should be based on participation and completion of the written exercise on the importance of interpersonal relationships. Use Attachment F, Lesson 1 as a rating scale for participation.

Other Suggested Resources

Beach, **Development of An Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values**

POINTS TO PONDER

Getting along with others involves individuals working harmoniously together toward common goals. Good working relationships are free from ill-feelings, misgivings, jealousy, and skepticism. They are built on mutual trust and cooperation.

Ways to Get Along With Others

1. Take pride in your work.
2. Relate (deal) with others honestly, fairly, and with respect.
3. Show an interest in and consideration for others.
4. Assist fellow workers and cooperate with them.
5. Maintain an objective point of view in problem situations.
6. Maintain positive attitudes toward yourself, your work, and towards others.
7. Maintain a well-groomed appearance.
8. Place business objectives before personal ones.
9. Carry your share of the work load. (Don't ask or rely on others to do your work for you).
10. Maintain good health and attendance.

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Building Sound Working Relationships" (Lap 19). Columbus, Oh., 1974.

UNIT: Job Attitudes and Habits
Lesson 8
Attachment B

SELF-ASSESSMENT

DIRECTIONS: Rate yourself on your skill in getting along with others. Place a check mark (✓) in the appropriate space beside each statement. Try to answer as accurately as you can.

		Never	Seldom	Sometimes	Most of the time	Always
	EXAMPLE					
	I show an interest in my fellow employees.	____	____	____	✓	____
1.	I take pride in my work.	____	____	____	____	____
2.	I deal with others honestly, fairly, and with respect.	____	____	____	____	____
3.	I show interest and consideration for others.	____	____	____	____	____
4.	I assist fellow workers and cooperate with them.	____	____	____	____	____
5.	I maintain an objective point of view in problem situations.	____	____	____	____	____
6.	a. I maintain positive attitudes toward myself.	____	____	____	____	____
	b. I maintain positive attitudes toward others.	____	____	____	____	____
	c. I maintain positive attitudes toward work.	____	____	____	____	____

	Never	Seldom	Sometimes	Most of the time	Always
7. I maintain a well-groomed appearance.	______	______	______	______	______
8. I place business objectives before personal ones.	______	______	______	______	______
9. I carry my share of the work load.	______	______	______	______	______
10. I maintain good health and attendance.	______	______	______	______	______

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Building Sound Working Relationships" (Lap 19). Columbus, Oh., 1974.

UNIT: Job Attitudes and Habits
Lesson 8
Attachment C

PROBLEM SITUATIONS

DIRECTIONS: Place a "N" before each situation that illustrates not getting along with others and a "G" before each situation that illustrates getting along with others.

______ 1. Mary and Zelda are very good friends as well as fellow employees. They both sell housewares at the Realbiggie Department Store. They both go to lunch together every day. There are no other salespeople in the housewares department.

______ 2. Lisa began working at the Creative Advertising Agency three days ago. She is employed as a copy proofreader. Because her work has piled up, she has decided to work evenings until it's done. Martha, a Creative employee for 13 years, told Lisa that she would stay and help her with her work.

______ 3. Tom, Jack, and Mike work as stockers at a large wholesale company. Their work consists of unloading boxes and crates from trucks, marking the boxes, and placing them in the proper locations in the stockroom. Jack broke his arm. Tom and Mike told him they would do the heavy work if he would mark the boxes. Their supervisor said that the arrangement would be fine, providing the work got done.

______ 4. Charles is employed as a sales representative for the House of Dummies Display Company. Jack Goforth and Sam Dolittle are the two other sales representatives. One day Charles was out of the office making a sales call. One of his customers called in and placed a large order. Sam answered the phone and took the order. Sam took credit for the sale and received the 10% commission ($500).

______ 5. Harry and Bob are sales personnel at Nocorn's Shoe Store. They get along well and often go places together when they aren't working. They are required to report to work at 8:30 every morning. Harry always gets to work on time, but Bob doesn't. Bob likes to watch the late movie on T.V. Harry punches both his and Bob's timecards each morning so that Bob won't get into trouble.

______ 6. Darlene has worked for the Herald News for nearly five years. She works very hard and does an outstanding job. She has received several pay raises, and her supervisor is always complimenting her on her fine work. When Darlene eats lunch with the other ladies in her department, she never says anything about the raises or about what her supervisor has said.

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Building Sound Working Relationships" (Lap 19). Columbus, Oh., 1974.

ANSWERS

1. N
2. G
3. G
4. N
5. N
6. G

WORKSHEET

1. Why must employees be able to get along with others on the job?

____

____

____

____

2. If a fellow employee tells you a rumor about your supervisor, what should you do?

____

____

____

____

True or False

_______ 1. When someone is criticizing you it is alright to respond angrily.

_______ 2. It is not necessary to have contact with other employees as long as you do your job.

_______ 3. All adult workers know how to control their tempers.

_______ 4. A slowdown in production can be caused by hostility among workers.

_______ 5. The directions of a supervisor should be followed willingly and enthusiastically by an employee.

_______ 6. Telling employees to improve is sometimes necessary for a supervisor.

_______ 7. The attitude of an employee can be shown without speaking.

_______ 8. As long as an employee knows that it is true, it is correct to spread gossip.

_______ 9. Accepting the faults of others is important for an employee to learn.

Case Problem

Richard is employed as a salesperson at a department store. On Richard's third day on the job, Steve, another employee, told him that he thought the stockworker was stealing merchandise from the store. During his dinner break, Richard repeated what he had been told to the office secretary who was his girlfriend. The secretary then told her boss what Richard had said. The boss called the stockworker into his office and fired him for stealing.

1. Did Richard use good judgement in telling his girlfriend what he had been told about the stockworker? Why or why not?

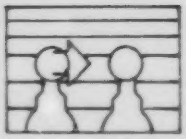
2. How could the situation have been better handled?

Como, Jay. **Surviving on the Job.** Bloomington, Ill., McKnight Publishing Co., 1983.

UNIT: Job Attitudes and Habits
Lesson 8
Attachment F

ANSWERS (True or False)

1. False
2. False
3. False
4. True
5. True
6. True
7. True
8. False
9. True



UNIT: WORK ATTITUDES AND HABITS

Lesson 9: Following Instructions

Educational Concept

Instructions must be followed by employees. They should listen to instructions carefully because they are expected to follow them exactly. This is the reason instructions are given. Employers cannot spend a majority of their time monitoring employees to insure the correct following of instructions. Employers value employees who can be depended on to listen carefully and do what is assigned.

Objective(s)

Given basic information on the importance of following instructions, the student will recognize the value of following instructions and the relationship to job success.

Mastery will be determined by the ability of the student to follow instructions correctly.

Resources Needed

Student Profile Sheet
Five Minute Time Test -- Can You Follow Directions???? (Attachment A)
Case Problems for Following Instructions (Attachment B)

Learning Activities

Exercise 1
Read the information presented in the Educational Concept to the class. Discuss the value of following instructions. Ask for examples of situations where instructions were not followed and talk about the consequences.

Exercise 2
Distribute Can You Follow Directions???? (Attachment A). Instruct students to complete the exercise. Discuss the results of the exercise as a group.

Exercise 3
Distribute Case Problems for Following Instructions (Attachment B). Review the case studies with the class. Direct students to write complete answers to the questions. Discuss responses as a group.

Exercise 4
File completed work in Student Profile Folder.

Other Suggested Resources

Science Research Associates, **Vital Information for Education and Work**

Evaluation

Student Profile Folders should include the results of Attachment A. Evaluation should be predicated on student participation and rated on Attachment F, Lesson 1. Evaluation should also be based on the student's completion of written exercise on the importance of following instructions.

UNIT: **Work Attitudes and Habits**
Lesson 9
Attachment A

FIVE-MINUTE TIME TEST

CAN YOU FOLLOW DIRECTIONS ? ? ? ?

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an "X" in the lower left hand corner of this paper.
6. Sign your name under the title of this paper.
7. After the title write ... yes, yes, yes.
8. Put a circle around sentence seven.
9. Put an "X" in the lower left hand corner of this paper.
10. Draw a triangle around the "X" you just made.
11. On the back side of this paper multiply 703 x 66.
12. Draw a rectangle around the word "paper" in sentence six.
13. Loudly call out your first name when you get to this point.
14. If you think you have followed directions carefully to this point in the test, write "I have" in the bottom right hand corner.
15. On the reverse side of this paper, add 8950 and 9805.
16. Put a circle around your answer, then put a square around the circle.
17. Count out in a normal speaking voice from one to ten backwards.
18. Punch three small holes in the top of this paper with your pencil point.
19. If you are the first person to get this far, call out loudly, "I am the first person to get to this point and I am a leader in following directions."
20. Underline all even numbers on this side of the paper.
21. Say out loud, "I am nearly finished, and I have followed directions."
22. Now that you have finished reading carefully, do only statements one and two.

South Carolina Department of Education. **Job Seeking — How & Where — Instructor's Guide,** Columbia, S.C., 1981.

CASE PROBLEMS FOR FOLLOWING INSTRUCTIONS

Mark is employed in the body shop of a car dealership. His job is to write up work orders for customers who need repairs done on their cars. One day Mark received a memo from his boss detailing changes that were to be made in the way work orders were to be written. Mark did not understand the memo so he put it away. He continued to complete the work orders the way he had been doing previously. The next day Mark's boss called him into his office. He demanded to know why Mark had incorrectly completed the work orders. Mark replied that he didn't understand the new instructions he had received.

1. If you were Mark's boss, what would your response to Mark be?

____

____

2. What can Mark do to make sure a situation like this does not occur again?

____

____

Ann works as a nursing aide in a hospital. Her main job is to take patients to other departments or rooms inside the hospital. One day Ms. Foster, her supervisor, gives Ann the following instructions, "Ann, take Mrs. Grant to the lab at 10:00. After that take the patient in Room 311 to x-ray. Then take all the broken carts on the fourth floor to Mr. Reed. But take your break before you do that." After taking Mrs. Grant to the lab, Ann forgot what she had to do next. She had to have Ms. Foster paged over the hosital intercom system so she could repeat the instructions.

1. What should Ann have done while Ms. Foster was giving her instructions?

____

____

2. Was Ann listening or hearing? Explain your answer.

____

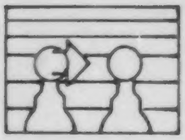
____

3. Do you think Ann deserves a reprimand from Ms. Foster? Explain your answer.

____

____

Como, Jay. **Surviving on the Job.** Bloomington, Ill., McKnight Publishing Co., 1983.



UNIT: WORK ATTITUDES AND HABITS

Lesson 10: Loyalty

Educational Concept

A loyal employee is conscientious and does the "right" things for the employer. Loyalty involves knowing the difference between right and wrong. Loyalty also means keeping knowledge pertinent to the business confidential even though one may not agree with the employer. Loyalty is being faithful to the employer.

Objective(s)

Given basic information on loyalty, students will be able to explain the importance of loyalty to a job.

Mastery will be determined by the ability of the student to show ways to be loyal and to recognize the value of loyalty to job success.

Resources Needed

Student Profile Folder
Worksheet (Attachment A)
Answers (Attachment B)
Case Problems (Attachment C)

Learning Activities

Exercise 1
Read the information under Educational Concept to the class. Discuss the value of being loyal. Ask for examples of situations where loyalty was not demonstrated. Ask about consequences.

Exercise 2
Distribute the Worksheet (Attachment A). Instruct the students to answer both sections, emphasizing the difference between the first and second section. Upon completion, review the answers and discuss as a group.

Exercise 3
Distribute Case Problems (Attachment C). Review the case studies with the class. Instruct the students to answer the questions given for each study. Emphasize the importance of writing their narratives in a thorough manner. Upon completion, elicit answers to the questions and discuss as a group.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments A and C. Evaluation should be based on the student's completion of the written exercise on the importance of loyalty. Evaluations should also be predicated on student participation using Attachment F, Lesson 1 as the rating scale for that participation.

Follow-Up (or Outside Class) Activities

Direct students to interview several adult workers (a minimum of three) about loyalty using the following questions.

1. Do you think most workers feel loyalty to their job and employer?
2. What are some ways you have seen loyalty demonstrated?

Following the interview, instruct students to write a brief summary of the interview.

Other Suggested Resources

State Department of Education, Audiovisual Library. **How a Career Develops,** Columbia, S.C.

WORKSHEET

True or False

________ 1. Disloyalty is stealing from your employer.

________ 2. Disloyalty is reporting a shoplifter.

________ 3. Loyalty is taking an extra ten minutes for lunch.

________ 4. Disloyalty is buying a product your employer manufactures.

________ 5. Loyalty is criticizing your employer in front of friends.

________ 6. Disloyalty is buying a product from a competitor of your employer.

________ 7. Loyalty is not reporting another worker whom you see stealing.

________ 8. Disloyalty is loafing when your supervisor is not around.

________ 9. Disloyalty is recommending your company's product to a relative.

________ 10. Loyalty is overlooking a mistake you've made in your work.

1. Why is it important for an employee to be loyal?

____

____

____

____

2. Give at least three examples of how you can demonstrate loyalty on the job.

____

____

____

____

ANSWERS

1. True
2. True
3. False
4. False
5. False
6. True
7. False
8. True
9. False
10. False

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UNIT: **Work Attitudes and Habits**
Lesson 10
Attachment C

CASE PROBLEMS

Joe is employed as sheet metal worker in a small metal fabrication shop. One of his tasks is to clean up scrap pieces of metal from around the equipment in the shop. While completing this task, Joe has seen Clyde, another worker, stealing hand tools. Joe realizes that this is wrong, but he doesn't want to get involved and he also figures that Clyde will eventually get caught by the boss.

1. Should Joe report Clyde for stealing? Explain your answer.

____

____

____

____

2. Could Joe be considered disloyal if he doesn't report Clyde? Why or why not?

____

____

____

____

3. Should a worker who is caught stealing for the first time be fired? Explain your answer.

____

____

____

____

Debbie is a welder in a wood stove plant. She does not believe the wood stoves her employer makes are equal to those produced by some of the competitors. Debbie often states to her friends and relatives that she would never buy a wood stove that her employer produces.

1. Is Debbie showing loyalty to her employer? Explain your answer.

____

____

____

____

2. How could Debbie be risking her own job with the comments she makes to friends and relatives?

____

____

____

____

3. If Debbie believes her employer's wood stoves are inferior, what action can she take other than criticizing her employer?

____

____

____

____

Como, Jay. **Surviving on the Job.** Bloomington, Ill., McKnight Publishing Co., 1983.

UNIT: WORK ATTITUDES AND HABITS

Lesson 11: Acceptance of Criticism/Unit Summary

Educational Concept

Criticism is necessary because it is the way in which employers formulate expectations for the job to be completed. Workers learn to be more efficient through receiving constructive criticism. Workers need to accept criticism with a good attitude. Criticism should be taken seriously and without malice. Accepting criticism means more than just listening politely — it means making use of the criticism in trying to improve work habits and performance.

Objective(s)

Given basic information on criticism, students will explain how to properly accept and use criticism on the job. Given the infomation throughout this unit on work habits, students will recognize the importance of good work habits to job success.

Mastery will be determined by the student describing how to properly accept criticism and turn it into a helpful tool for job success. Mastery will also be determined by the student recognizing the many work habits important to employers.

Resources Needed

Student Profile Folder
Criticism Hurts and Helps (Attachment A)
Points to Ponder About Accepting and Using Criticism (Attachment B)
Accepting Criticism (Attachment C)
Accepting and Using Criticism (Attachment D)
Answers (Attachment E)
Work Habits: What Is Important to Employers (Attachment F)

Learning Activities

Exercise 1
Distribute Criticism Hurts and Helps (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Points to Ponder About Accepting and Using Criticism (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute Accepting Criticism (Attachment C) and Accepting and Using Criticism (Attachment D). Review the instructions to the worksheets. Direct the students to answer the questions on both sheets. Upon completion, discuss student responses as a class and make the necessary corrections according to answers given in Attachment E.

Exercise 4
Conclude this unit with the true and false checklist in Work Habits: What Is Important to Employers (Attachment F). Upon completion, discuss the items on the checklist as a group.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results to Attachments C, D and F. Evaluation should be based on participation and the completion of written exercises on the value of constructive criticism and work habits in general. Use Attachment F, Lesson 1 for the rating scale of participation.

Other Suggested Resources

Inge, **Emphasis: Changes**

Follow-Up (or Outside Class) Activities

Using the same workers identified in the Follow-Up Activity of Lesson 10, direct the students to conduct an interview and ask the following questions.

1. As an employee, has your employer ever criticized you?
2. What was your initial response to the criticism?
3. Did the criticism change your performance? Why or why not?

Upon completion of the interview, instruct students to write a brief summary of the interview.

UNIT: Work Attitudes and Habits
Lesson 11
Attachment A

CRITICISM HURTS AND HELPS

"The quality of your work needs to be improved."

"You will need to speak more softly so that you don't disturb the others."

"You need to learn how to get along better with the other employees."

CRITICISM! It hurts and helps! It hurts in the respect that it often causes us to become disappointed in ourselves. It makes us realize that we aren't perfect. We would like to think that we are and **that** is what makes criticism difficult to accept. The first step in being able to do this is to recognize that we are **human** and that all of us make mistakes. If we can accept that, then we are on the way to making criticism a helpful tool.

The second step in accepting criticism is the desire to learn. Through criticism, we can increase our knowledge of things, other people, and ourselves. Criticism provides opportunities for us to recognize our own personal and professional weaknesses. These recognitions are necessary if improvements are to occur. Sally Jo will continue to "slouch" at the typewriter until she recognizes that slouching decreases her typing skills. Rick will continue to chew gum during sales transactions until he learns that chewing gum can offend customers and negatively influence sales.

The third step in accepting criticism is the desire to achieve and excell. What we gain through knowledge is of little value until we have the desire to do something with it. When we are motivated to reach personal and professional objectives, we are able to welcome suggestions and criticisms for helping us accomplish them. Without suggestions and criticisms we would not know how we could improve. They are like road signs telling us, warning us, and helping us reach our objectives.

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Accepting Criticism" (Lap 13). Columbus, Oh., 1974.

UNIT: **Work Attitudes and Habits**
Lesson 11
Attachment B

POINTS TO PONDER ABOUT ACCEPTING AND USING CRITICISM

The following three statements express facts that are necessary in order to accept criticism.

1. We are all human and human beings make mistakes.
2. The desire is to learn.
3. The desire is to achieve and excel.

When you are criticized, analyze and use the situation by turning the three statements into three steps.

Step 1 — Recognizing that you made a mistake. If you change your behavior, but still believe you were "right," you have not really accepted the criticism. Only by recognizing our mistakes can any of us change and improve our actions.

Step 2 — Ask yourself, "What can I learn from this criticism?" In other words, what is this criticism pointing out? We often do not recognize that only one action or one behavior is being objected to — not the entire person. If the criticism is constructive, someone is not saying, "I don't like you." Rather, he/she is saying, "I don't like what you are doing in this situation." Therefore, to be able to learn from this criticism, you must be able to see exactly **what** is being criticized.

Step 3 — In order to improve, you must change your behavior. Criticism is usually offered because what you are doing is either hurting you or someone else. After accepting that you have made a mistake, and recognizing what specifically was being criticized, you can then decide what to do so that the problem is not repeated. Of course, deciding what change to make is only worthwhile if you then **do** what you decide.

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Accepting Criticism" (Lap 13). Columbus, Oh., 1974.

ACCEPTING CRITICISM

DIRECTIONS: Circle the letter beside three of the following statements that are necessary in order to accept criticism and turn it into a helpful tool.

1. The recognition that "praise" is far more helpful to a person than "criticism"
2. The recognition that we are human and human beings make mistakes
3. Satisfaction with ourselves and with the way things are
4. The desire to learn
5. Maintaining resistance to critical comments
6. The recognition that people who criticize are usually unhappy people who are dissatisfied with themselves
7. The desire to achieve and excell

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations**, "Accepting Criticism" (Lap 13). Columbus, Oh., 1974.

ACCEPTING AND USING CRITICISM

DIRECTIONS: List the three steps necessary for accepting criticism and turning it into a helpful tool.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

In a situation where criticism is offered, either by the teacher or in an observed situation, you will demonstrate that you can use the above three steps to accept that criticism and change your behavior in order to improve in the criticized area.

Ohio State University. Interstate Distributive Education Curriculum Consortium. **Human Relations,** "Accepting Criticism" (Lap 13). Columbus, Oh., 1974.

ANSWERS

Accepting Criticism

2, 4, 7

Accepting and Using Criticism

1. You must recognize that you made a mistake.
2. Ask yourself, "What can I learn from this criticism?"
3. In order to improve, you must change your behavior.

UNIT: Work Attitudes and Habits
Lesson 11
Attachment F

WORK HABITS: WHAT IS IMPORTANT TO EMPLOYERS

When a person is hired for a job, he/she is agreeing to accept certain responsibilities in return for a set salary. The employer will usually tell new employees exactly what these job-related responsibilities are, but there are also many responsibilities the employer will not mention specifically to the workers. The employer expects that new workers will carry out these responsibilities as part of their general role as employees. Since many of these expectations are not written, employees may not even be aware that these expectations exist. Even if employees know and understand what the employer's expectations are, they may think these expectations aren't very important.

Look at the checklist below. On it are responsibilities or expectations that an employer might or might not expect employees to fulfill. For each item, if you think that employers usually expect this from their employees, circle the word "True." Circle the word "False" if you think that item is not something an employer would expect. After you have marked each of the items, go back over the checklist. Look only at those items you have marked "True." Mark a star next to five "True" items which you think employers consider to be the most important.

After you have finished doing this, you will get a chance to discuss the items on the checklist.

1. If employees are sick or unable to go to work they should notify their employers or supervisors as soon as possible. True False

2. Employees should come in, and be on time, even on days when they know there is not much work to do. True False

3. Employees should not be absent from work for any reason without receiving permission from their supervisors or employers. True False

4. Employees should hand in written notes from their doctors whenever they are out due to illness. True False

5. Employees are free to set their own pace of work. True False

6. Employees should take breaks only at the proper times. True False

7. If employees have extra work to do, they can work overtime to finish without asking their supervisor's permission. True False

8. Employees should be willing to delay their vacations if very important work comes up. True False

9. Employees should be willing to work overtime whenever their supervisors ask them to. True False

10. Employees should be willing to take on any extra work which is not part of their usual job if the supervisors feel it is necessary. True False

11. Employees are to do certain tasks even if they are not directly told to, such as keeping their place of work neat and clean and helping out co-workers. True False

12. Employees should not take clerical supplies (such as pens, pencils, paper), tools, or other company materials for personal use at home. True False

13. Employees can wear whatever they like to work, as long as it does not interfere with doing the job. True False

14. Employees should not question any orders given to them by their supervisors. True False

15. Employees are to pay for anything they accidentally destroy or damage on the job. True False

16. Employees are free to make personal calls or to socialize with other workers while on the job. True False

17. Employees can drink on the job as long as they do not get drunk. True False

18. Employers have the right to tell employees what they should do in their personal lives. True False

19. Employees should make every effort possible to get along with co-workers and supervisors. True False

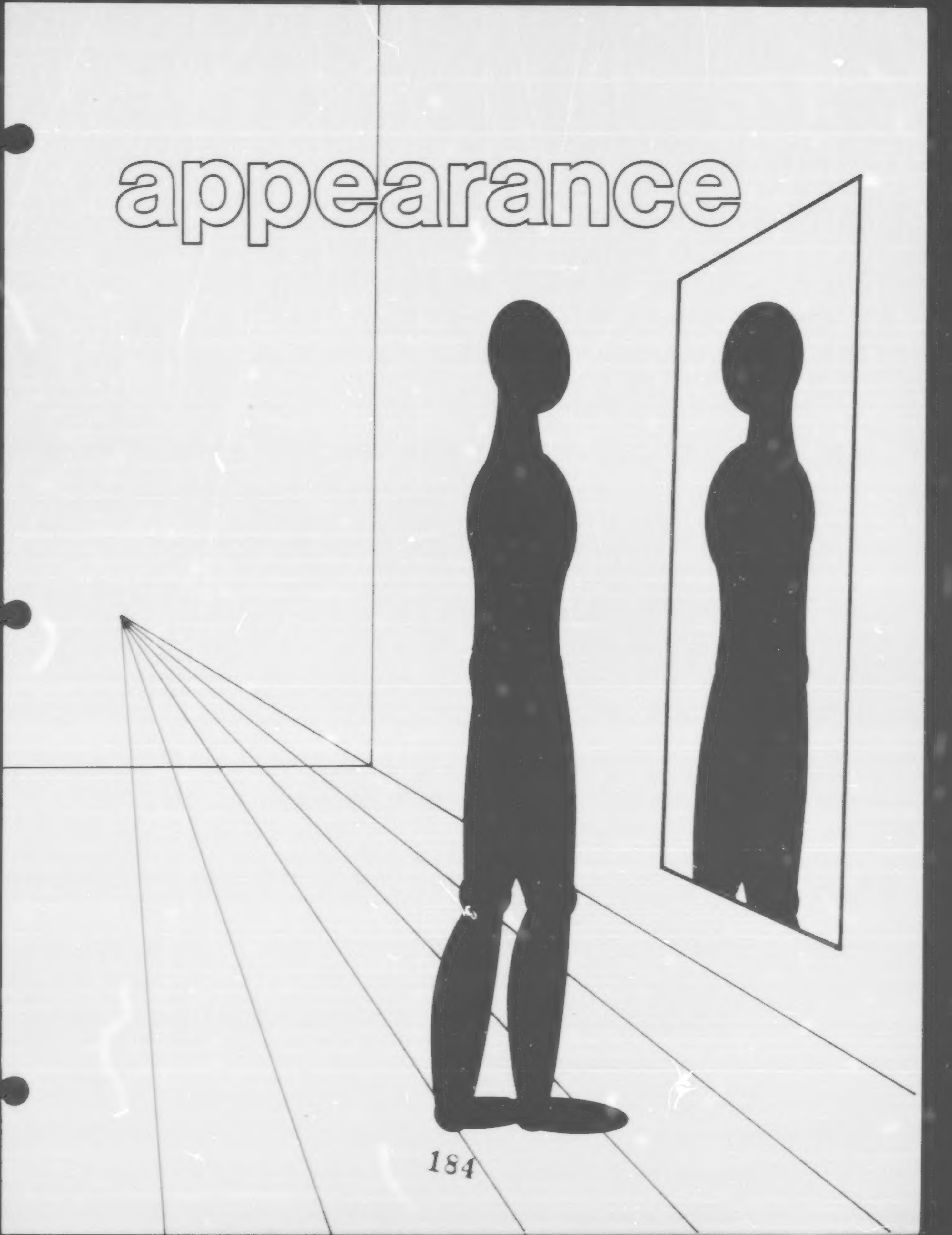
20. Employees should wait for their supervisors or employers to offer salary increases, job transfers, or promotions. True False

21. Employees should always talk to their supervisors when they are unsure of what they are to do. True False

22. Employees should not take on outside jobs that might interfere with their employment duties. True False

South Carolina Department of Education. **Job Seeking — How & Where, Instructor's Guide.** Columbia, S.C., 1981.

appearance



APPEARANCE

Unit Goal

Students will gain an awareness of how grooming and overall general appearance affect job success and potential advancement.

Topic Outline

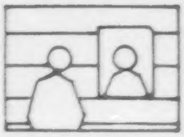
Lesson One: Good Posture

Lesson Two: Good Health and Feeling Happy About Work

Lesson Three: A Well-Groomed Look

Lesson Four: Clothing Care and Color Coordination

Lesson Five: Styles That Work



UNIT: APPEARANC

Lesson 1: Good Posture

Educational Concept

Acceptable appearance is not only essential to obtaining a job but equally important in keeping it. Good posture, good grooming, and appropriate clothing are elements that constitute a good appearance. Through self-help inventories, exercises, questionnaires, and tests the student will begin a self-study of his/her appearance. The student will be able to identify the appropriate appearance for a job. The student will also be able to apply these learned characteristics to his/her appearance.

Objective(s)

Given the proper posture alignment checklist, the student will:
1. Identify correct posture.
2. Identify posture faults.
3. Practice good posture in walking, sitting and standing.

Mastery will be demonstrated when students recognize the value of good posture as a part of job success.

Resources Needed

Student Profile Folder
Good Posture Line-Up (Attachment A)
Posture Rating Chart (Attachment B)
Occupational Outlook Handbook, U.S. Department of Labor

Learning Activities

Exercise 1
Distribute Good Posture Line-Up (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Posture Rating Chart (Attachment B). Divide the class into groups of two. Following the checklist, instruct the students to demonstrate posture skills. Direct the groups to rate each other on the checklist.

Exercise 3
Research the physical requirements of identified career choices.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachment B. Evaluation should also be based on the student's participation, completion of written exercise on good posture, and research.

Other Suggested Resources

Dictionary of Occupational Titles, U.S. Department of Labor

GOOD POSTURE LINE-UP

Good posture is the first requirement for a good appearance. When you have good posture, your clothes fit better and you appear more alert and energetic. Good posture even aids in better breathing.

Posture is the foundation on which a good appearance depends.

Check your body alignment. An imaginary line should pass through the tip of your ear, center of shoulder-arm joint, slightly behind the center of the hip, slightly in back of the center of the knee, and in front of the ankle joint.

Good Posture Line-Up

For proper posture alignment, follow these steps.

1. Stand with your back to the wall; your heels should be about two inches from the baseboard.

2. Press your head, back, shoulder blades, waist, and hips flat against the wall.

3. Check these points.
   a. Your head should be level so that your chin is parallel to the floor. Keep your neck erect so that your ear lobes are centered over your shoulders.
   b. Each shoulder blade should be pressed flat against the wall. They should be back but remain down and relaxed.
   c. The back of your waist should touch the wall. If you have difficulty, bend your knees and slide down the wall until the small of your back touches the wall. Then slowly move back up the wall into a standing position but keep your torso hugging the wall.
   d. As you move away from the wall continue to keep this alignment of proper posture.

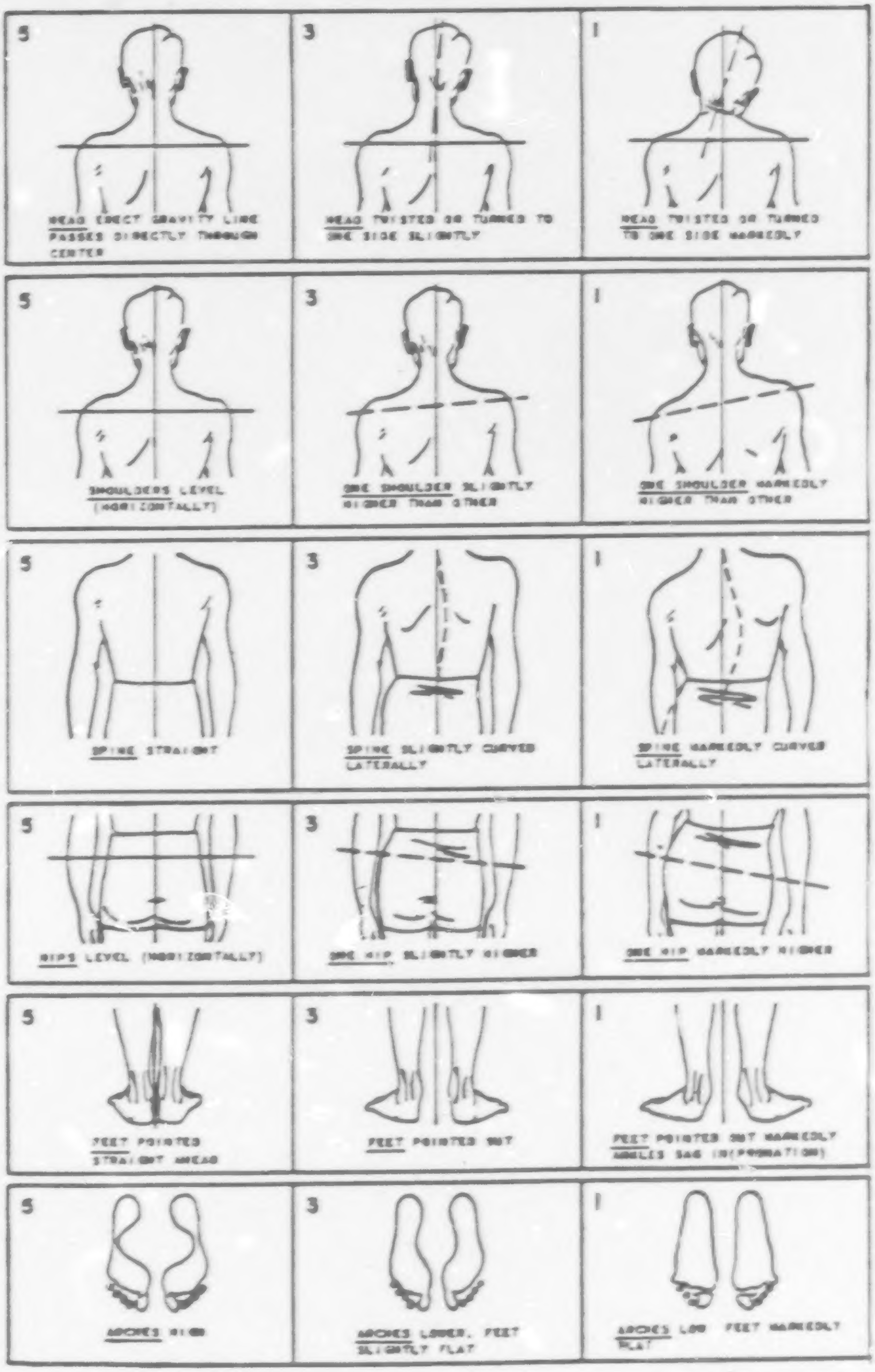
Remember, practice good posture whether standing, walking or sitting for a good appearance. Your back must be straight, your head held erect, and your shoulders kept even.

Whitcomb, Helen, and Lang, Rosalind. **Charm.** 2nd ed. New York: McGraw-Hill Publishers, Gregg Division, 1971.

UNIT: Appearance
Lesson 1
Attachment B

POSTURE RATING CHART

Rate your posture according to each picture below.


5
HEAD ERECT GRAVITY LINE PASSES DIRECTLY THROUGH CENTER
3
HEAD TWISTED OR TURNED TO ONE SIDE SLIGHTLY
1
HEAD TWISTED OR TURNED TO ONE SIDE MARKEDLY
5
SHOULDERS LEVEL (HORIZONTALLY)
3
ONE SHOULDER SLIGHTLY HIGHER THAN OTHER
1
ONE SHOULDER MARKEDLY HIGHER THAN OTHER
5
SPINE STRAIGHT
3
SPINE SLIGHTLY CURVED LATERALLY
1
SPINE MARKEDLY CURVED LATERALLY
5
HIPS LEVEL (HORIZONTALLY)
3
ONE HIP SLIGHTLY HIGHER
1
ONE HIP MARKEDLY HIGHER
5
FEET POINTED STRAIGHT AHEAD
3
FEET POINTED OUT
1
FEET POINTED OUT MARKEDLY ANKLES SAG IN (PRONATION)
5
ARCHES HIGH
3
ARCHES LOWER, FEET SLIGHTLY FLAT
1
ARCHES LOW FEET MARKEDLY FLAT

____ 5 ____ 3 ____ 1

____ 5 ____ 3 ____ 1

____ 5 ____ 3 ____ 1

____ 5 ____ 3 ____ 1

____ 5 ____ 3 ____ 1

____ 5 ____ 3 ____ 1

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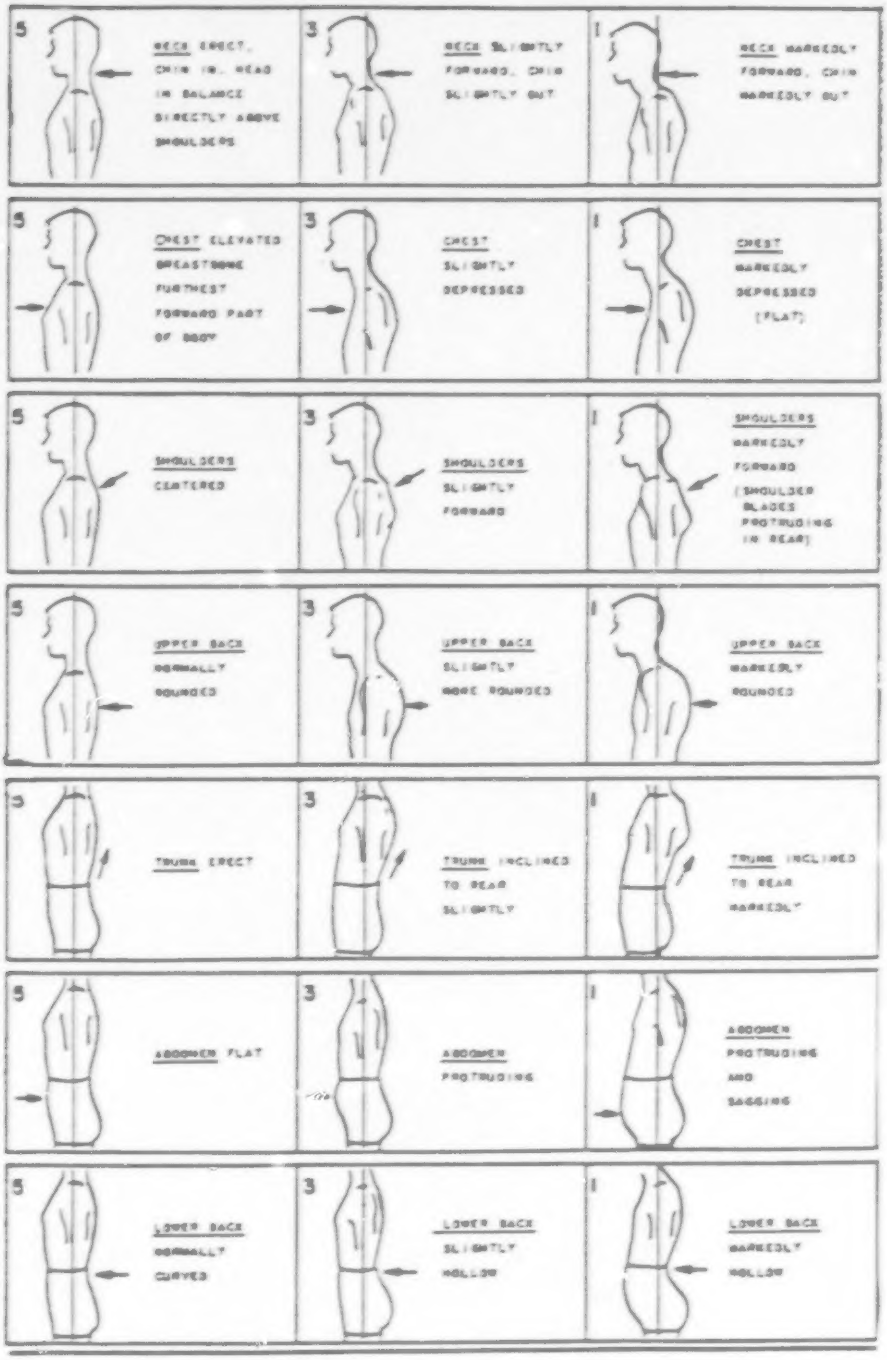
5
NECK ERECT, CHIN IN, HEAD IN BALANCE DIRECTLY ABOVE SHOULDERS
3
NECK SLIGHTLY FORWARD, CHIN SLIGHTLY OUT
1
NECK MARKEDLY FORWARD, CHIN MARKEDLY OUT
5
CHEST ELEVATED BREASTBONE FURTHEST FORWARD PART OF BODY
3
CHEST SLIGHTLY DEPRESSED
1
CHEST MARKEDLY DEPRESSED (FLAT)
5
SHOULDERS CENTERED
3
SHOULDERS SLIGHTLY FORWARD
1
SHOULDERS MARKEDLY FORWARD (SHOULDER BLADES PROTRUDING IN REAR)
5
UPPER BACK NORMALLY ROUNDED
3
UPPER BACK SLIGHTLY MORE ROUNDED
1
UPPER BACK MARKEDLY ROUNDED
5
TRUNK ERECT
3
TRUNK INCLINED TO REAR SLIGHTLY
1
TRUNK INCLINED TO REAR MARKEDLY
5
ABDOMEN FLAT
3
ABDOMEN PROTRUDING
1
ABDOMEN PROTRUDING AND SAGGING
5
LOWER BACK NORMALLY CURVED
3
LOWER BACK SLIGHTLY HOLLOW
1
LOWER BACK MARKEDLY HOLLOW

5	3	1
5	3	1
5	3	1
5	3	1
5	3	1
5	3	1
5	3	1

TO OBTAIN TOTAL SCORE:

Raw Score ___ ___ ___

Total Score ______________

1. Determine the score for each of the above 13 items as follows:
   5 points if description in left hand column applies
   3 points if description in middle column applies
   1 point if description in right hand column applies

2. Enter score for each item under proper grade in the scoring column.

3. Add all 13 scores and place total in appropriate space.

Guide For Teaching Physical Education. South Carolina Department of Education, Columbia, S.C.

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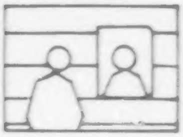


UNIT: APPEARANCE

Lesson 2: Good Health and Feeling Happy About Work

Educational Concept

Good health and correct posture are prerequisites to a good, healthy appearance. Proper health habits are necessary for good work habits. Attendance and job performance are linked directly to feeling positive about your work. The student will become familiar with the main ingredients to good health, proper diet, exercise and sleep. He/she will become more aware of good habits and develop a better routine for health habits.

Objective(s)

After being given basic information on good health habits, the student will:
1. Identify good and bad health habits.
2. Identify needs for improvement.
3. Begin a health maintenance program.

Mastery will be determined by the student demonstrating oral and written knowledge of the value of good health to job success.

Resources Needed

Student Profile Folder
Good Health Habit Reminders (Attachment A)
The Basic Four Food Groups (Attachment B)
Ideal Weight (Attachment C)
Health Checklist (Attachment D)
Plan for Health Maintenance (Attachment E)
Progress Chart (Attachment F)
Weighing Scales
Measuring Tape

Learning Activities

Exercise 1
Distribute Good Health Habit Reminders (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute The Basic Four Food Groups (Attachment B). Give the students time to study the material. Discuss as a group.

Exercise 3
Distribute Ideal Weight (Attachment C). Give students time to study the material. Discuss as a group.

Exercise 4
Distribute Health Checklist (Attachment D). Instruct students to rate themselves by placing a checkmark in the appropriate column on the checklist. Upon completion, discuss student responses as a group, using volunteers only.

Exercise 5
Distribute Plan for Health Maintenance (Attachment E). Using the information obtained from Exercises 1 through 4, instruct students to write a Health Maintenance Plan by following the outline of Attachment E. Emphasize the importance of being honest with themselves and the need to be thorough in their writing. Upon completion, discuss student responses as a group, using volunteers only.

Exercise 6
Distribute Progress Chart (Attachment F). Divide the class into groups of two. Using the weighing scales and measuring tape, instruct the students to assist each other in completing the chart for present measurements. Emphasize that the implementation of their Health Maintenance Plans could mean a change in some measurements.

Exercise 7
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachments D, E, and F. Evaluations should be predicated on student participation and completion of written exercises on good health habits.

Other Suggested Resources

Como, Jay. **Surviving on the Job**
Whitcomb, Helen and Lang, Rosalind. **Charm**

Follow-Up (or Outside Class) Activities

Instruct students to practice their Health Maintenance Plan for a period of nine weeks. During implementation of this plan, direct students to record any weight or measurement changes on their Progress Charts (Attachment F). Emphasize that these changes need to be recorded at the end of the third, sixth, and ninth weeks.

UNIT: Appearance
Lesson 2
Attachment A

GOOD HEALTH HABIT REMINDERS

Practice good health habits for a healthy appearance. You can plan for proper weight for your height through a well-balanced diet and exercise program. This program, along with sufficient sleep, aids in physical and mental wellness.

Follow the habits listed below to help you stay healthy and maintain a good appearance at home and work.

1. Eat regular, well-balanced meals. Include plenty of fresh fruits and vegetables, whole-grained and enriched breads and cereals, low-fat milk and cheese, and poultry and seafood.

   Eat slowly and chew your food well. Avoid fatty, fried foods.

   Avoid eating while studying, reading, and watching tv.

2. Regular, moderate exercise contributes to good circulation and muscle tone. Get enough exercise for your particular lifestyle. Walking, jogging, swimming, jumping rope, and calisthenics are all excellent ways to keep in shape. Some people prefer golf, tennis, baseball or basketball.

   Have regular check-ups to determine which exercises are best for you.

3. Get enough rest for your individual needs. Although everyone does not need the same amount of sleep, it is generally true that you need between seven and nine hours of sleep.

4. Avoid drug and alcohol abuse. Many employers have strict rules concerning their employees' habits that can affect work. Excessive absences, work performance, and safety on the job are all affected by substance abuse.

   Health problems caused by smoking can affect productivity and attendance.

THE BASIC FOUR FOOD GROUPS

This is a general guide to a well-balanced diet.

Milk Group
Milk, cheese, ice cream, yogurt
Four or more cups daily

Fruit/Vegetable Group
Serve one Vitamin A food — dark green or yellow vegetable -- every other day and one Vitamin C food — citrus fruit — daily.
Four or more servings daily

Meat Group
Beef, veal, pork, lamb, poultry, fish, eggs (dry beans and peas can be substituted)
Two or more servings daily

Bread/Cereal Group
Whole grain and enriched
Four or more servings daily

UNIT: Appearance
Lesson 2
Attachment C

IDEAL WEIGHT

Height	Small frame	Medium frame	Large frame
4'10"	89-97	94-106	102-118
4'11"	92-100	97-109	105-121
5'0"	95-103	100-112	108-124
5'1"	98-106	103-115	111-127
5'2"	101-109	106-119	114-131
5'3"	104-112	109-123	118-135
5'4"	107-116	113-128	122-139
5'5"	111-120	117-132	126-143
5'6"	115-124	121-136	130-147
5'7"	119-128	125-140	134-151
5'8"	123-133	129-144	138-156
5'9"	127-137	133-148	142-161
5'10"	131-141	137-152	146-166
5'11"	135-145	141-156	150-171
6'0"	139-149	145-160	154-176

NOTE: This chart is based on figures from the Metropolitan Life Insurance Company. It shows ideal weight for girls of eighteen dressed in indoor clothing. If you are over eighteen, add one pound for each year up to the age of twenty-five, at which point ideal weight remains stationary.

Whitcomb, Nelson, and Lang, Rosalind. **Charm.** 2nd ed. New York: McGraw-Hill Publishers, Gregg Division, 1971.

UNIT: Appearance
Lesson 2
Attachment D

HEALTH CHECKLIST

Place a check mark in the appropriate column.

		Often	Sometimes	Never
1.	I eat three balanced meals every day.	______	________	______
2.	I eat "junk" food.	______	________	______
3.	I eat more food than my body requires.	______	________	______
4.	I eat between-meal snacks.	______	________	______
5.	I abuse drugs.	______	________	______
6.	I drink alcoholic beverages.	______	________	______
7.	I smoke cigarettes.	______	________	______
8.	I get physical checkups.	______	________	______
9.	I get between seven and nine hours of sleep a day.	______	________	______
10.	I exercise daily.	______	________	______
11.	I maintain good posture.	______	________	______
12.	I am nervous or depressed.	______	________	______

PLAN FOR HEALTH MAINTENANCE

For each area, describe what you, personally, can do to maintain good health.

Diet

____

____

Drugs, alcohol, and cigarettes

____

____

Sleep

____

____

Exercise

____

____

Posture

____

____

Physical checkups

____

____

Mental health

____

____

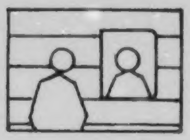
UNIT: Appearance
Lesson 2
Attachment F

PROGRESS CHART

Record today's date and your weight and measurements. Continue with your chart to show monthly progress.

PROGRESS REPORT				Goals
Present Measurements Date _______	3rd Week Date ____	6th Week Date ____	9th Week Date ____	
				Height
				Weight
				Bust
				Upper Arm
				Waist
				Hip
				Thigh
				Calf
				Ankle

Whitcomb, Helen and Lang, Rosalind. **Charm.** 2nd ed. New York: McGraw-Hill Publishers, Gregg Division, 1971.



UNIT: APPEARANCE

Lesson 3: A Well-Groomed Look

Educational Concept

Companies expect their employees to know and follow good grooming habits. The student, as an employee, should use good judgement in personal grooming through neatness and cleanliness. This includes everything from hair, skin, teeth, and fingernails to the polish on shoes. Complete body care means that good grooming is good business for an employee and his/her employer. Identifying problems to correct in personal grooming and appearance will contribute to success on a job.

Objective(s)

Given basic grooming guidelines for the care of personal needs, the student will be able to establish a body maintenance program that includes skin, hair, nails, and body.

Mastery will be determined by the ability of the student to demonstrate a noticeable improvement through individual self-analysis of applied personal grooming.

Resources Needed

Student Profile Folder
Golden Rules for All Skin Care (Attachment A)
Checklist for Skin Care (Attachment B)
Hair Care Made Simple (Attachment C)
Good Grooming -- Body Cleanliness (Attachment D)
Grooming Checkup (Attachment E)
Mirrors

Learning Activities

Exercise 1
Distribute Golden Rules for All Skin Care (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Checklist for Skin Care (Attachment B). Instruct students to complete the checklist by rating their own complexion care. Upon completion, ask volunteers to discuss their responses with the group.

Exercise 3
Distribute Hair Care Made Simple (Attachment C). Give students time to study the material. Discuss as a group.

Exercise 4
Distribute Good Grooming -- Body Cleanliness (Attachment D). Give students time to study the material. Discuss as a group.

Exercise 5
Distribute Grooming Checkup (Attachment E). Read the instructions to the class. Instruct students to complete the checklist, rating themselves on grooming.

Exercise 6
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachments B and E and Exercise 7. Evaluation should be based on student participation and completion of written exercises on grooming.

Other Suggested Resources

Oppenheim, **Living Today**

Follow-Up (or Outside Class) Activities

Plan a field trip to a cosmetic counter or beauty shop. Ask the manager to discuss the products and methods which are essential for good skin, hair, nail, and body care. Following the field trip, instruct students to write a brief report on the presentation.

UNIT: Appearance
Lesson 3
Attachment A

GOLDEN RULES FOR ALL SKIN CARE

- Cleanliness is the key to complexion care.
- Get sufficient rest. Sleep, all too often neglected by busy teenagers, is essential for skin to revitalize itself.
- Eat a well-balance diet and drink a lot of water.
- Whenever you're tempted to squeeze a blackhead or pimple, don't. Treat face with a cleansing instead, and apply a good medicated lotion to pimples.
- Look at the brighter side of life and try to keep your emotions on an even keel.
- Adapt your skin care routine to the seasons. Temperature and humidity have such a strong effect on skin condition that your routine can vary with the weather.
- Help shield your skin from sun and wind by applying the proper type sunscreen under your makeup.
- If a well-planned routine of skin care doesn't leave you with a clear, fresh complexion, look for professional help.

Whitcomb, Helen, and Lang, Rosalind. **Charm.** 2nd ed. New York: McGraw-Hill Publishers, Gregg Division, 1971.

UNIT: Appearance
Lesson 3
Attachment B

CHECKLIST FOR SKIN CARE

		Yes	No
1.	Are there any patches that seem especially oily?	____	____
2.	Are there any patches that seem especially rough, dry, tight feeling, flaky, or drawn looking?	____	____
3.	Do you only have pimples occasionally? About how often?	____	____
4.	Can you pinpoint any reason for the pimples?	____	____
5.	Are there any freckles, moles, birthmarks, scars, or other skin defects you might want to conceal?	____	____
6.	Is your skin color fresh and alive?	____	____

HAIR CARE MADE SIMPLE

Hair is not attractive unless it is clean. No hairstyle will look pretty when hair is dull and clings together. A regular shampoo schedule is a must!

There are three basic steps in hair care.

1. STIMULATION. Before you shampoo, brush hair vigorously to loosen scalp scale and get rid of loose hair and dirt.
2. SHAMPOOING. All hair needs regular shampooing. Choose a shampoo that is suited to your type hair. Generally the three types are dry, oily, and normal.
3. CONDITIONING. Conditioners help improve the texture. For colored and permed hair, it is essential to use a good conditioner.

UNIT: Appearance
Lesson 3
Attachment D

GOOD GROOMING — BODY CLEANLINESS

1. The first line of defense against causing offense is a daily bath or shower. It is difficult to ask for cooperation if we offend others with a bad body odor.

2. Choose a good deoderant or anti-perspirant. Roll-ons or creams give the best protection.

3. Shave underarms and legs as often as necessary for neatness.

   Facial hair on men usually must be shaven daily or as often as necessary to maintain a neat appearance.

4. Choose an appropriate fragrance. A strong fragrance can be offensive to others. Use care in selecting colognes, after-shave lotions, and perfumes for use at work.

5. Brush teeth after each meal if possible. Cleaning properly with dental floss helps keep breath fresh and cuts down on cavities.

6. Clean hands and nails are necessary for a well-groomed appearance. Diet can effect the appearance of nails and hands. Manicure often.

UNIT: Appearance
Lesson 3
Attachment E

GROOMING CHECKUP

Does your grooming meet business standards? Give yourself a personal grooming checkup. Rate yourself on each item using a scale of 1 -- Never, 2 -- Seldom, 3 -- Usually, and 4 -- Always. Total the number of points.

Is your hair clean?

Does it look neat and attractive?

Do you clean your face thoroughly every day?

Females: Is your makeup appropriate for your day's activities?

Males: Are you well-shaved and neat?

Do you brush your teeth after each meal whenever possible?

Do you have a dental checkup regularly?

Are your fingernails neatly manicured?

Are your nails clean?

Females: Are your underarms and legs free of hair?

Do you bathe daily?

Do you use an effective deodorant daily?

Do you guard against body odors?

When you wear perfume or cologne during the day, is it just a faint trace of a light fragrance?

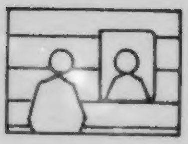
Are your clothes neither too dressy nor too sporty for the occasion?

Are your clothes neat and clean?

Do your clothes coordinate attractively?

Is your hair properly trimmed?

Whitcomb, Helen, and Lang, Rosalind. **Charm.** 2nd ed. New York: McGraw-Hill Publishers, Gregg Division, 1971.



UNIT: APPEARANCE

Lesson 4: Clothing Care and Color Coordination

Educational Concept

Clothes must be clean and coordinated if an employee is to be appropriately attired for his/her position. Neatness in appearance and well-kept clothes generally are reflective of the type of work an individual will perform. Employers expect employees to project a good image for their company in both appearance and productivity.

Objective(s)

Given basic information on clothing and color coordination, the student will:

1. Improve and update his/her personal wardrobe inventory.
2. Identify his/her complexion color and list the colors that are most flattering.

Mastery will be determined by the ability of the student to coordinate clothing in a manner that leads to job success.

Resources Needed

Student Profile Folder
Good Grooming — Clothing Care (Attachment A)
Checkup On Clothing Care (Attachment B)
Clothing Colors and Your Complexion (Attachment C)
Individual Color Personality Chart (Attachment D)
Art paper

Learning Activities

Exercise 1
Distribute Good Grooming — Clothing Care (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Checkup on Clothing Care (Attachment B). Read the instructions to the students. Direct the students to complete the exercise by scoring themselves on clothing checkup. Upon completion, average the group scores and discuss ways to improve the average group score.

Exercise 3
Distribute Clothing Colors and Your Complexion (Attachment C). Give students time to study the material. Discuss as a group.

Exercise 4
Distribute different colored art paper and Individual Color Personality Chart (Attachment D). Read the instructions to the class. Using Attachment C as a resource, direct students in the completion of the exercise by identifying appropriate color choices. Upon completion, discuss student responses as a group.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachments B and D. Evaluations should be based on student participation and a written exercise on care for clothing.

Other Suggested Resources

Thompson, Jacqueline, **Images**

GOOD GROOMING — CLOTHING CARE

1. Store clothes properly and hang up after each wearing. Brush after each wearing and check for spots, rips, or loose buttons. Mend as soon as possible.

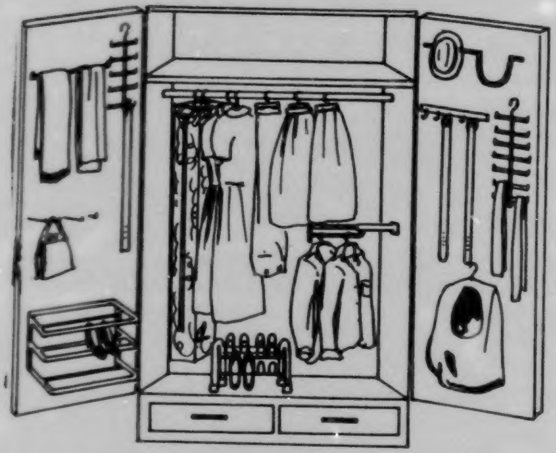
2. Each outfit must be clean and well-pressed. Follow cleaning instructions to save time and money.

3. Pay close attention to the care of your accessories. Drooping or dirty accessories can ruin your appearance.

4. Shoes need regular brushing and polishing, as well as cleaning. Occasionally take inventory of your billfold or handbag and discard anything that is not needed.

5. Keep shoes in good repair. Heels and soles that are worn can ruin the appearance of an expensive outfit.

6. If uniforms are not cleaned by the employer, make sure they are clean and acceptable for work.



UNIT: Appearance
Lesson 4
Attachment B

CHECKUP ON CLOTHING CARE

How well do you treat your clothes? See how you rate in this quiz. Give yourself 10 points for Always, 6 for Usually, 2 for Seldom, and 0 points for Never.

After you put a dress, jacket or slacks on a hanger, do you fasten the necessary closings to make it hang properly? ______

Do you check for splitting seams, ripped hems, and loose buttons before and after wearing an outfit? ______

Do you make all necessary repairs before you wear an outfit again? ______

Do you remove spots and stains promptly? ______

Do you air garments often? ______

Do you brush woolens regularly? ______

Do you make it a practice not to lounge or work at home in your good clothes? ______

Do you clean your woolen garments and protect them from moth damage at the end of the season? ______

Do you have nonwashable garments cleaned frequently? ______

Do you keep out of season clothes and those that are not worn regularly in a garment bag? ______

Do you keep your shoes brushed and polished? ______

Do you keep your shoes in good repair so that you have no run-down heels or soles? ______

Do you put trees in your shoes when they are not in use? ______

Do you protect your shoes by wearing boots in bad weather? ______

Do you keep hosiery and socks in a good repair? ______

Do you press scarves whenever they become limp? ______

Do you wash your undergarments often to keep them fresh? ______

Do you clean out your purse and billfold often and remove all unnecessary items? ______

Whitcomb, Helen, and Lang, Rosalind. **Charm.** 2nd ed. New York: McGraw-Hill Publishers, Gregg Division, 1971.

UNIT: Appearance
Lesson 4
Attachment C

CLOTHING COLORS AND YOUR COMPLEXION

Study your skin tones so you can choose colors more intelligently. Your basic skin tone plays an important part in your choice of clothing color.

White (Translucent) Skin

Certain colors make this skin tone appear too light, while others enhance its cameo-like quality. Clear red, soft pink, bright blue, red orange, and green flatter this skin tone.

Cream-Colored Skin

If your skin is clear, you may wear many colors. Take into consideration what a particular color will do for your eyes, your skin, your hair, and your figure, and whether you actually like the color.

Pink Complexion

To offset too much pink or red, toned-down or grayed colors are suggested. Soft pastels such as green, yellow, blue, and soft coral would be attractive.

Tan Complexion

Avoid any color that makes the complexion look "muddy." Bright, intense colors are better. Try red, yellow, orange, green, and blue-green for a deep brown or tan complexion.

Golden Skin

Your skin may be a light yellow or a deep golden tan. Cool colors will be kind to lighter tones. Wear blue, soft green, and clear gray. Brown, black, and white will also be good for you.

Olive Complexion

With little intensity of its own, an olive complexion is inclined to look sallow when intense colors are worn without a highlight color next to the face.

Brown Skin

Brown skin is flattered and complemented by almost all bright colors. Red, pink, blue, yellow, and gold are a few.

Copper Skin

Apply the same rules as for darker skins. Soft blue, navy blue, pale yellow, white, black, beige, and gray are flattering colors.

Ebony and Very Dark Skins

These complexions are flattered by contrasts and by pastels or intense colors. Wear vivid red, orange, blue, gold, and green. White and soft, mellow pink or blue can also be very striking.

Ray, Bobbi. **Colors and Your Complexion.** New York: Milady Publishing Co., 1973.

UNIT: Appearance
Lesson 4
Attachment D

INDIVIDUAL COLOR PERSONALITY CHART

A Suggested Class Activity

You may have color scarfs or swatches of fabric for the class to try on. If not, students may wish to cut out collars of different colored art paper. Each student should try on all the colors, and mark his/her best color on the Color Personality Chart.

NAME ____

COLOR OF EYES ____________ COMPLEXION ____________ HAIR ____________

MY BEST: ____

BRIGHT COLORS ________________ LIGHT COLORS ________________

DULL COLORS ________________ DARK COLORS ________________

Mark your color choices as follows: First choice -- A, Second Choice — B, Third choice -- C. Also indicate whether those choices are: Excellent for you — E, Good for you — G, Use with caution — C, Poor for you — P.

Color Families
My most attractive colors:

Blue
Royal
Turquoise
Aqua
Light
Medium
Pastel
Bright
Navy

Red
Maroon
Rust
Bright
Red-Orange
Orange
Rose-Red
Coral
Light

Green
Dark
Medium
Pastel
Yellow-Green
Blue-Green
Gray-Green
Mint
Bright

Yellow
Bright
Lemon
Gold
Antique
Pastel

Neutral
Gray
Black
Charcoal
White
Silver
Ivory
Bone
Beige

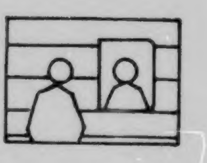
Gray and Brown
Flannel Gray
Dark Gray
Chocolate Brown
Cloud Gray
Tan
Dark Brown
Cinnamon Brown
Earth Brown

Purple
Dark
Bright
Lavender
Orchid
Fuschia
Violet
Plum
Royal

Pink
Pastel
Bright
Rose
Shocking
Medium

Additional

Ray, Bobbi. **Individual Color Personality Chart.** New York: Milady Publishing Co., 1973.



UNIT: APPEARANCE

Lesson 5: Styles That Work

Educational Concept

Employers place a great deal of emphasis on their company's image. Generally, the conservative appearance gives the best and most acceptable impression. All companies have either a written or unwritten dress code. By learning how to dress sensibly and appropriately, the student will understand how to seek and keep a job, as well as how to be considered for advancement.

Objective(s)

Given basic information on styles, the student will:

1. Identify styles that are most acceptable.
2. Identify clothing that is in good taste for work and compliments the employee.

Mastery will be determined by the ability of students to choose appropriate styles for employment.

Resources

Student Profile Folder
Choose Clothes Carefully for Work (Attachment A)
Employer's Suggestions for Female Employees (Attachment B)
Employer's Suggestions for Male Employees (Attachment C)
Styles for Work (Attachment D)
Various style magazines and catalogs
Paste
8 x 11" white paper

Learning Activities

Exercise 1
Distribute Choose Clothes Carefully for Work (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Employer's Suggestions (Attachment B). Give the students time to study the material. Discuss as a group.

Exercise 3
Distribute Employer's Personal Appearance Policy (Attachment C). Give the students time to study the material. Discuss as a group.

Exercise 4
Distribute Styles for Work (Attachment D). Give the students time to study the material. Discuss as a group.

Exercise 5
Distribute various style magazines and catalogs. Instruct the students to select and cut out various outfits from the magazines and catalogs which meet their style desires. Once this information is selected, direct students to choose outfits for a five-day work week. Students are to paste their selections on paper and write a brief report on why their selections are or will be appropriate for their selected field of employment. Upon completion, discuss student selections and responses as a group.

Evaluation

Student Profile Folder should include the results of Exercise 5. Evaluation should be based on student participation and completion of written report on appropriate styles for employment.

Other Suggested Resources

Oppenheim, **Living Today**

Follow-Up (or Outside Class) Activities

Plan and implement a field trip to a modeling agency. Ask the manager of the agency to address the importance of appropriate styling for employment. Instruct the students to write a brief report on their experience and the presentation.

UNIT: Appearance
Lesson 5
Attachment A

CHOOSE CLOTHES CAREFULLY FOR WORK

Good taste in clothes for employment depends on your knowledge of what is expected at your company as well as fashion. Sometimes it takes self-discipline to dress appropriately.

Your choice of clothes should show that you are aware of what is appropriate and what is becoming on you. Your appearance should give the impression that you are a well-groomed, confident person.

1. Consider styles that look best on you for your height, weight, and age.
2. To get the best out of your budget, strive for a well-coordinated wardrobe.
3. Choose an appropriate style for your particular job. Never be too casual or too dressy. Conservative clothes stay in style longer.
4. Choose for your own individuality and for your own personality.
5. Choose good quality fabrics and good workmanship.
6. Good fit is essential to comfort and appearance. This includes shoes.
7. Select glasses that are becoming to your shape face.

EMPLOYER'S SUGGESTIONS FOR FEMALE EMPLOYEES

Employers have stated that many employees don't realize how important good grooming is. Employers do not want sloppy or shoddy-looking personnel around. This creates a bad image for the company and sometimes can even lower employee morale.

1. First on the executive's list is a request that clothes be neat and clean. They do not have to be expensive.
2. There is a need for tasteful and appropriate clothes in the work place. Avoid extreme styles -- not too dressy and not too casual. Simple, conservative styles seem to fit in best in most work settings.
3. Avoid too much jewelry. Also avoid bulging handbags.
4. Hair and make up should be neat and appropriate. Don't go to extremes with eye make-up or fingernail polish. Employers are not particularly choosy about hair styles, but feel it should be clean, neat, and becoming.
5. Use your make-up sensibly. Employers ask that you not spend too much time on breaks redoing make-up. If you work at a desk, never apply make-up at the desk.
6. Wear becoming shades of colors. Usually muted shades are favored by employers.

UNIT: Appearance
Lesson 5
Attachment C

EMPLOYER'S SUGGESTIONS FOR MALE EMPLOYEES

1. Hair -- Close, neatly trimmed, well above the collar, and close to the sides of the head
2. A daily clean shave is required.
3. Mustache -- Should be limited to the upper lip, not past the corners of the mouth
4. Sideburns -- Should be limited to the middle of the ear drum
5. Uniform -- Should be clean and presentable at the start of every work day, with appropriate patches

UNIT: Appearance
Lesson 5
Attachment D

STYLES FOR WORK

The business world places a great deal of emphasis on a "corporate image" for both men and women. Some companies state specific dress codes while others leave it up to the employee to dress appropriately.

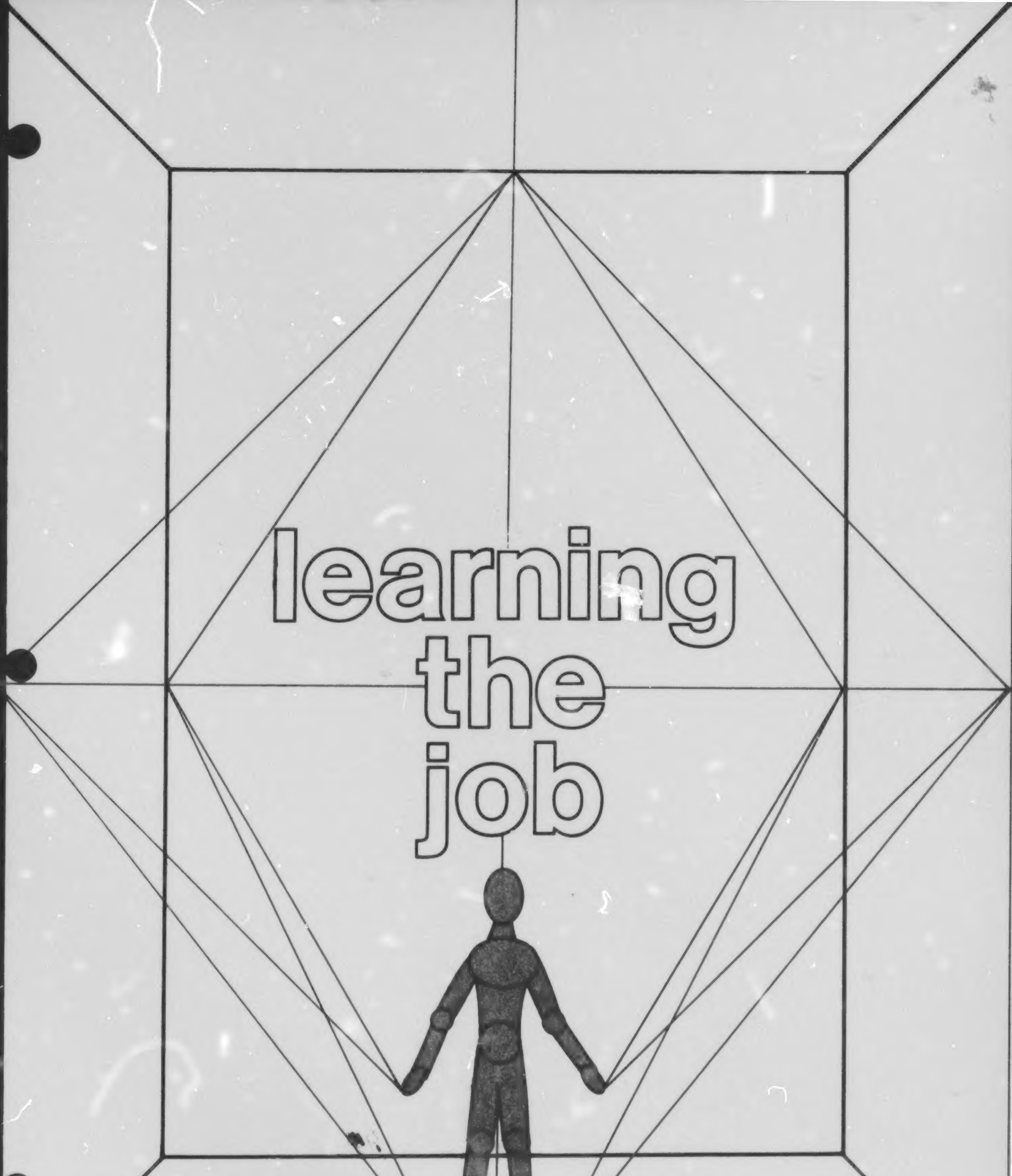
1. Dress appropriately for your profession or job. Dress sensibly. Avoid extremes in style.

2. Observe other employees. Do they dress conservative? What colors do they wear? Traditionally navy, beige, grey, and brown have been safe, conservative colors. This does not mean, however, that bright colors cannot be worn.

3. Be practical in your choice of clothes for work. Choose clothes that look nice on you and are easy to maintain.

In today's changing world of fashion, there are many colorful and flamboyant modes of style for men and women. Generally speaking, most employers agree that a modest attire is the most acceptable.

learning the job



LEARNING THE JOB

Unit Goal

Students will gain an awareness of how their self-management processes can affect their success in work situations.

Topic Outline

Lesson One: Setting Goals

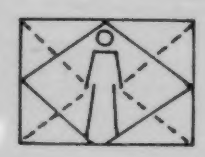
Lesson Two: The Problem-Solving/Decision-Making Process

Lesson Three: Self-Management

Lesson Four: Time Management

Lesson Five: Handling Emergencies and Pressures

Lesson Six: Getting Off to a Good Start



UNIT: LEARNING THE JOB

Lesson 1: Setting Goals

Educational Concept

In order to perform a job effectively and advance to a higher position, a person must have short-range and long-range goals.

Objective(s)

Given the basic information on goal setting, the student will:
1. Set short-range personal goals.
2. Set long-range personal and career goals.
3. Set short-range goals to implement the long-range goals.

Mastery will be determined by the student's demonstration of setting goals.

Resources Needed

Student Profile Folder
Setting Goals (Attachment A)
Personal Needs Questionnaire (Attachment B)
Career Expectations (Attachment C)
Goal Setting Worksheet (Attachment D)

Learning Activities

Exercise 1
Distribute Setting Goals (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Personal Needs Questionnaire (Attachment B). Read the directions. Instruct students to complete the exercise as directed.

Exercise 3
Distribute Career Expectations (Attachment C). Direct students to check responses that apply to them.

Exercise 4
Direct students to individually complete Goal Setting Worksheet (Attachment D) using Attachments B and C as resources.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments B, C, and D. Students should have completed the written learning activities on goal setting.

Follow-Up (or Outside Class) Activities

For homework, ask each student to set a long-range career goal and short-range goals to reach the long-range goal. Use Attachment B as a guide.

Other Suggested Resources

South Carolina Occupational Information System (SCOIS)
Vital Information for Education and Work (VIEW)
Science Research Associates, Inc., **Occupational Exploration Kit**
U.S. Department of Labor, **Occupational Outlook Handbook**
U.S. Department of Labor, **Dictionary of Occupational Titles (DOT)**
U.S. Department of Labor, **Guide for Occupational Exploration**

SETTING GOALS

A familiar poster says, "If you don't know where you're going, you'll probably end up somewhere else."

Each of us will end up somewhere. Some of us know where we would like that to be while others of us are simply "floating" — letting things outside ourselves control our lives or dashing around from one thing to another like a car without a driver.

Decide what you want out of life. What are the things you value? You cannot determine your destination until you understand where you want to be. You need to **write down** where you want to be and what you want to do.

You need to decide what kind of person you want to become. Write down the type of personality and qualities you want to develop. Then picture yourself being that person. Remember, no matter what has happened in the past, it is never too late to change. Make the decision to be what you want to be and go forward toward your goal from where you are.

Set long-range goals (3 years or longer) and keep them in mind. Always be working toward these goals. Decide what and where you want to be; determine what you want to be doing. Set financial goals. How much do you want to be earning at age 25? Consider family, social, and emotional goals.

The next step is to set short-range goals (yearly, monthly, even weekly and daily) to work toward your long-range goals. Make plans for achieving your goals. Break them into small parts and achieve a little each day. Write down your goals and your plans for reaching them.

Learning to set personal goals is good training for employment goal setting. All jobs are accomplished better with clear, written objectives. Just as personal goals give meaning and purpose to life, knowing what you need to accomplish and aiming for those results gives meaning and purpose to a job.

Remember!

Goal Setting Steps

1. Set short-range goals.
2. Set long-range goals.
3. Set short-range goals to accomplish the long-range goals.
4. Write your goals down.
5. Picture your goals being reached.
6. Act on your goals.

UNIT: Learning The Job
Lesson 1
Attachment B

PERSONAL NEEDS QUESTIONNAIRE

Part I

Write 10 before the question if the characteristic is very important to you and you experience the feeling or need quite intensely and perhaps quite often.

Write 5 before the question if you experience the characteristic only occasionally and it is of only average concern to you.

Write 0 before the question if you experience the characteristic seldom or never and it is of almost no consequence to you as a feeling or need.

When you finish the questionnaire, score it according to the instructions given at the end (Part II).

________ 1. Strive for perfection and excellence.

________ 2. Avoid unpleasant jobs.

________ 3. Anxious to help others.

________ 4. Like to be alone.

________ 5. Want others to do things your way.

________ 6. Follow the suggestions of others.

________ 7. Concerned about what others think of you.

________ 8. Want to break out with new things.

________ 9. Getting the job done is more important than the feelings of others.

________ 10. Avoid arguments and debates with others.

________ 11. Try to do things better than others.

________ 12. Leave things unfinished.

________ 13. Loyal to friends and organizations.

________ 14. Rather do things for yourself than for others.

________ 15. Get upset when others do not act the way you think they should.

________ 16. Want someone else to be the leader.

________ 17. Get the opinion of others.

________ 18. Like to tell jokes and say things for the reaction of others.

________ 19. Jealous or envious.

________ 20. Easygoing.

________ 21. Stick to a job until it is done.

________ 22. Want more leisure time.

________ 23. Show affection easily.

________ 24. Get uncomfortable when people get too close.

________ 25. Want to be in charge.

________ 26. Reluctant to do things on your own initiative.

________ 27. Wait until new styles are well established before changing.

________ 28. Do things just for the principle involved.

________ 29. Get revenge for injustices or insults.

________ 30. Noncompetitive; acceptable for people to get ahead of you.

________ 31. Want to write a great book, song or play.

________ 32. Put things off.

________ 33. Give encouragement and praise to others.

________ 34. More interested in things than in people.

________ 35. Want to influence and persuade others.

________ 36. Easy for others to get you to do things.

________ 37. Like to follow habit and tradition.

________ 38. Want to look different from others.

________ 39. Critical of others.

________ 40. React rather unemotionally to things.

________ 41. Like to accomplish difficult tasks.

________ 42. Unconcerned about getting involved.

________ 43. Like to do things with others instead of alone.

________ 44. Want to get away from it all.

________ 45. Willing to settle arguments.

________ 46. Want the advice of others before making up your mind.

________ 47. Talk about personal viewpoints and achievements.

________ 48. Your opinions and viewpoints are different from others.

________ 49. Interested in violence and tragedy.

________ 50. Indifferent to meeting new people.

________ 51. Have a feeling there is work to do.

________ 52. Would rather let others get the credit for doing things.

________ 53. Go along with group decisions.

________ 54. Like to do things by yourself.

________ 55. Look for books, ideas, and ways to influence and persuade others.

________ 56. Fearful of authority (police, boss, etc.).

________ 57. Anxious for affection from others.

________ 58. Do things your own way.

________ 59. Make fun of others.

________ 60. Try to avoid personal criticism.

________ 61. Like to keep busy.

________ 62. Like to be entertained in spare time (TV, newspaper, games).

________ 63. Seek suggestions and help from others.

________ 64. Feel that small talk is a waste of time.

________ 65. Make plans for the group.

________ 66. Opinion is easily swayed by others.

________ 67. Look for encouragement from others.

________ 68. Like to be the center of attention.

________ 69. Blame others when things go wrong.

________ 70. Reluctant to voice personal viewpoints.

Part II

TOTALS

1. Add your responses to questions 1, 11, 21, 31, 41, 51, 61 A. ________
2. Add your responses to questions 2, 12, 22, 32, 42, 52, 62 B. ________
3. Add your responses to questions 3, 13, 23, 33, 43, 53, 63 C. ________
4. Add your responses to questions 4, 14, 24, 34, 44, 54, 64 D. ________
5. Add your responses to questions 5, 15, 25, 35, 45, 55, 65 E. ________
6. Add your responses to questions 6, 16, 26, 36, 46, 56, 66 F. ________
7. Add your responses to questions 7, 17, 27, 37, 47, 57, 67 G. ________
8. Add your responses to questions 8, 18, 28, 38, 48, 58, 68 H. ________
9. Add your responses to questions 9, 19, 29, 39, 49, 59, 69 I. ________
10. Add your responses to questions 10, 20, 30, 40, 50, 60, 70 J. ________

The totals shown above display your needs in the following categories. A low score signifies a low need, a high score signifies a high need.

A. ACHIEVEMENT

B. CONTENTMENT

C. BELONGING

D. ISOLATION

E. DOMINANCE

F. SUBMISSIVENESS

G. ACCEPTANCE

H. INDIVIDUALISM

I. AGGRESSION

J. PASSIVENESS

South Carolina Department of Education. **Job Seeking — How & Where, Instructor's Guide.** Columbia, S.C., 1982.

UNIT: Learning The Job
Lesson 1
Attachment C

CAREER EXPECTATIONS

Physical

I want to travel on my job.

I want to wear a uniform.

I want to make a good salary.

I want to work in a quiet, clean place.

I want to work in the daytime.

I'd like to work at night.

(Others) ____________
____
____
____

Intellectual

I want to work with people.

I want to work with my mind.

I want to be able to read on my job.

I want to spend my time thinking of new ideas or making new things on the job.

I want to entertain people on the job.

(Others) ____________
____
____
____

Emotional

I want to be useful on the job.

I want to help others.

I want to work alone.

I want to work with many people.

I want to supervise others on the job.

I want to spend my time working with small children.

(Others) ____________
____
____
____

South Carolina Department of Education. **Job Seeking — How & Where, Instructor's Guide.** Columbia, S.C., 1982.

UNIT: Learning The Job
Lesson 1
Attachment D

GOAL SETTING WORKSHEET

1. List one thing you would like to accomplish.

   a. Tomorrow

   b. This week

   c. This month

   d. This year

2. Decide on one important thing you would like to accomplish within the next three years.

   What can you do yearly to work on this 3-year goal?

   a.

   b.

   c.

   What can you do monthly to work on this 3-year goal?

   a.

   b.

   c.

   What can you do weekly to work on this 3-year goal?

   a.

   b.

   c.

   What can you do daily to work on this 3-year goal?

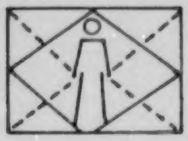
   a.

   b.

   c.

3. Picture your goal being completed.

4. Work toward your goal.



UNIT: LEARNING THE JOB

Lesson 2: The Problem-Solving/Decision-Making Process

Educational Concept

Problems are ever present and there are continuous decisions to be made in every job. A person needs good problem-solving/decision-making skills.

Objective(s)

Given the basic information on problem solving/decision making, the student will:

1. Use the brainstorming step to compile a list of creative ways in which a chosen object can be used, thus solving a problem.
2. Individually use the brainstorming step to compile a list of creative ways in which another chosen object can be used, thus solving a problem.
3. Apply decision-making strategies.

Mastery will be determined by the verbal and written ability of each student to successfully solve problems and make decisions.

Resources Needed

Student Profile Folder
The Problem-Solving/Decision-Making Process (Attachment A)
Decision-Making Strategies (Attachment B)
Career Decisions (Attachment C)
Enough common objects to have one for every 4 or 5 students (rulers, shoestrings, paper clips, pencils, horseshoes, newspapers, plastic bottles, etc.)
One sheet of paper for each group
Tablecloth or blanket
Objects gathered from various sources (examples: a child's toy, a prescription bottle, a candy wrapper, a small book, a poem, a toothpick, a menu, etc.)

Learning Activities

Exercise 1
Distribute the Problem-Solving/Decision-Making Process (Attachment A). Ask students to rotate the reading of the information. Discuss as a group.

Exercise 2
Divide students into groups of 4 or 5 and choose a recorder. Give each group a common object and have them compile a list of creative ways in which the object can be used. Brainstorm for 5 minutes. Each recorder will write the list as it is generated. Ask the recorders to read their list to the class.

Exercise 3
Organize objects and wrap them in the blanket or tablecloth so that they cannot be seen. Divide students into groups of 3 or 4 and choose a leader. Open the blanket or tablecloth on a table or the floor to display the objects. Ask the group leaders to come forward and choose an object.

Direct each group to study the object chosen by the leader and create a fictional problem which the object suggests to them. Direct each group to use the problem-solving/decision-making handout to solve its problem.

Exercise 4
Instruct each group leader to report on the group's problem including the final solution and how the group arrived at such a solution.

Exercise 5
Distribute Decision-Making Strategies (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 6
Using Attachment B, instruct students to answer the questions related to the decisions of Alice. Discuss student responses as a group.

Exercise 7
Distribute Career Decisions (Attachment C). Instruct students to complete the exercise by chosing work factors which best meet their needs.

Exercise 8
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments B and C. Students should have participated in the learning activities on problem solving and completed the written activities on decision making.

Other Suggested Resources

Channing L. Bete Co., Inc., **How To Use Your Imagination — The ABC's of Creative Problem Solving**

Gible, C. Glenadine, **Creative Problem Solving, Preliminary Edition**

Koberg, Don, and Bagnall, Jim, **The Universal Travelers -- Soft Systems Guide to Creativity, Problem Solving and the Process of Design**

Maynard, Fredrelle, "Solve Your problem the Expert's Way," **Reader's Digest**

Follow-Up (or Outside Class) Activities

Ask each student to choose a common object in his/her home and make a list of creative ways in which the object can be used.

Instruct each student to use the problem-solving process for a fictional problem created by him/her or picked from his/her own chosen object (Attachment A).

UNIT: Learning The Job
Lesson 2
Attachment A

THE PROBLEM-SOLVING/DECISION-MAKING PROCESS

Problems! Problems! We all have them; every job is full of them. Eliminate any tendency to ignore them. Learning a good method of solving problems and making decisions and using it until it becomes a habit will ease your life and prepare you for future job success. Practice the following simple problem-solving/decision-making process for at least twenty-one days and you will have begun to form a vaulable habit.

Step 1: IDENTIFY THE PROBLEM. Identify the problem as specifically and in as much detail as you can. You cannot solve a problem efficiently unless you identify it first. Ask yourself, "What exactly is the problem?"

Example: I am a new salesperson. I have never sold anything before, but I have a good personality and like to meet people. I need to earn some money soon. What is the problem?

Step 2: COLLECT DATA. Using any resource that is available such as the library, your friends, etc., collect as many facts and opinions as you believe you will need to solve the problem. However, do not spend so much time on this step that you do not progress rapidly to the next step.

Example: I could research selling for months. 1. Get books on selling. 2. Talk to my friends who are salespeople, etc.

Step 3: BRAINSTORM SOLUTION. Without judging whether solutions are good or bad, think of as many solutions as you can. Let no solution be too "far out" to consider.

Example: 1. Take a sales course. 2. Make a list of prospects. 3. Role play selling. 4. Make a tape of my sales presentation. 5. Go out and sell. 6. Learn my product.

Step 4: DECIDE ON A DESIRABLE RESULT. Decide what you would like the result of the best solution to be. What would be the most desirable thing that would happen when the problem is solved?

Example: I would sell a lot of my product.

Step 5: CHOOSE A SOLUTION. From the creative solutions in Step 2, choose the solution that will most likely give you the results desired in Step 3. The best solution may be a combination of two or three solutions in Step 3.

Example: Learn about my product, learn a sales presentation, and go out and sell.

Step 6: ACT. Take action on the solution. This is probably the most important step of all.

Example: Many a salesperson has spent countless hours getting ready while his/her colleague is bringing in orders. Sell!

DECISION-MAKING STRATEGIES

A strategy is a plan of action; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision maker.

Since all important decisions probably involve some risk or some uncertainty, how will the decision maker finally choose in the face of these unknowns? The four most common risk-taking strategies are as follows:

Wish Strategy — Choice of the alternative that could lead to the most desirable result, regardless of risk.

Escape Strategy -- Choice of the alternative that is most likely to avoid the worst possible result.

Safe Strategy — Choice of the alternative that is most likely to bring success; has highest probability.

Combination Strategy — Choice of the alternative that has both high probability and high desirabilty (multiply probability times desirability).

The Application of Strategy

Alice is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to the prestigious university in a neighboring community as well as for admission to the state university system and any of the state colleges. All high school graduates are eligible to attend her local community college.

Although her qualifications for the prestige university are minimal, she has been offered a scholarship there because she is a member of a minority race. Alice has applied to and been accepted at four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alice dreads most of all is to drop out or to fail at college. She would feel humiliated by this.

She has information on her ability and her past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now, how does Alice decide how to choose? Try applying the four strategies to her decision.

Wish

Using this strategy, Alice would attend Prestige University at which there was the possibility that she would reach her desired outcome. Remember that this strategy does not consider risks or probabilities.

Escape

Using this strategy, Alice would probably attend the State College. However, if she wanted to completely avoid the worst outcome (instead of just minimizing it), Alice would have to decide not to attend college.

Safe

Using this strategy, Alice would clearly decide to attend State College at which she would have the highest chance of succeeding. Remember, this strategy considers only the likelihood of success.

Combination

Using this strategy, Alice might decide to attend the State University because it might have the highest expected value — considering the high value to her of a degree from such a university. This strategy would require extensive data and personal analysis of Alice's values.

Alice's story illustrates how a decision-making strategy could be applied to the problem of deciding where to go to college. But this illustration is over-simplified. When a person is actually choosing a college, his/her decision is much more complicated. For instance, what about some of Alice's other values, desires, and objectives?

Maybe she wants to live at home.
Maybe she wants to major in anthropology.
Maybe she wants an active college social life.
Maybe she wants to live far from home.

Can you think of other factors she might consider?

Can you think of other strategies she might use?

Gelatt, H.B.; Varenhorst, Barbara; and Carey, Richard. **Deciding.** New York: College Entrance Examination Board, 1972.

UNIT: Learning The Job
Lesson 2
Attachment C

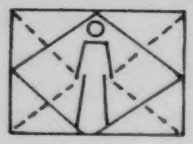
CAREER DECISIONS

Selecting a job or career is one of the most important decisions that you will make. The career that you pursue will provide you with a certain lifestyle and material needs. The selection of a career that is both personally satisfying and monetarily rewarding requires planning and self-appraisal.

Many factors must be considered when exploring possible career choices. From the list below decide the one factor from each of the ten items which best meets (describes) your work needs and write it in the space.

1. Indoors -- outdoors
2. Standing -- sitting (90% of time)
3. Ground level — heights
4. Shift -- nights -- regular hours
5. Independent work — work with groups
6. Routine work — varied work
7. Education: H.S., 2-year college, 4-year college
8. Physical demands: light -- medium -- heavy
9. Work with people (occasionally animals)
   Work with data (words and numbers)
   Work with objects (machines and tools)
10. Salary — yearly average
    $8,000 — $10,000
    $11,000 — $15,000
    $16,000 — $20,000 +
11. If your job does not provide some or all of the above needs, describe how you would select alternatives and list those alternatives.

South Carolina Department of Education. **Job Seeking How & Where, Instructor's Guide.** Columbia, S.C., 1982.



UNIT: LEARNING THE JOB

Lesson 3: Self-Management

Educational Concept

Before a person can manage jobs, they must first learn to manage themselves.

Objective(s)

Given the basic information on self-management, the student will:
1. Identify his/her time wasters.
2. Rate him/herself on self-management.
3. Identify the weakest and strongest self-management areas in him/herself.
4. Give ways he/she can strengthen the weakest areas.

Mastery will be determined by the student's demonstrated ability to establish self-management needs.

Resources Needed

Student Profile Folder
Common Time Wasters (Attachment A)
The Basics of Self-Management (Attachment B)
Self-Management Rating (Attachment C)

Learning Activities

Exercise 1
Distribute Common Time Wasters (Attachment A). Discuss as a group. Instruct students to list their top 5 time wasters.

Exercise 2
Distribute The Basics of Self-Management (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Using the handout, direct students to complete Self-Management Rating (Attachment C).

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments A and C. Students should have completed the written learning activities on self-management.

Other Suggested Resources

Baltus, **Personal Psychology for Life and Work**
Channing L. Bete, Co., **How To Understand Yourself**
Guidance Associates, **Career Values: What Really Matters To You?**
Guidance Associates, **Your Personality: The You Others Know**

UNIT: Learning The Job
Lesson 3
Attachment A

COMMON TIME WASTERS

1. Telephone interruptions
2. Drop-in visitors
3. Meetings
4. Crises, putting out fires
5. Lack of objectives
6. Lack of priorities
7. Lack of deadlines
8. Cluttered desk
9. Personal disorganization
10. Ineffective delegation
11. Too much involvement in routine detailed or clerical duties
12. Attempting too much
13. Unrealistic time estimates
14. Confused responsibility
15. Inadequate, inaccurate or delayed information
16. Indecision and procrastination
17. Lack of clear communication
18. The inability to say "no"
19. Leaving tasks unfinished
20. Lack of self-discipline
21. Junk mail
22. Losing things
23. Handling correspondence several times
24. Too many bosses
25. Conflicting instructions
26. Untrained or unskilled subordinates
27. Lack of standard procedures
28. Lack of a checklist
29. Reinventing the wheel
30. Long lunch hours
31. Driving time
32. Daydreaming
33. Girl watching
34. Excessive socializing
35. Not doing tasks correctly the first time
36. Handwriting correspondence
37. Playing the "savior" role
38. Lack of knowledge about where to begin a task
39. Doing favors for others (excessive)
40. Not having a place for things
41. Developing a perfect plan

ACT NOW -- Identify **YOUR** top 5 time wasters.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Player, Mooney. **Dream Plan Act**, Vol. 9, Leadership in Action, Columbia, S.C.

UNIT: Learning The Job
Lesson 3
Attachment B

THE BASICS OF SELF-MANAGEMENT

Getting Organized

Plan. Spend time in planning. Good planning is vital to successful action. You brainstorm possibilities. Picture outcomes and decide on ways and means in the planning stage. Planning always saves more time than it takes. One of the reasons most often found for failure is leaving out the planning step.

Put your plan into action. Do it! Do not use the vital step of planning to avoid taking action. In your planning you looked at the big picture and the details required to complete the job. Using plans from the first stage, act on them. With attention to detail, work as fast as you can without sacrificing care. Without attention to detail, needless problems and complications will occur. Be sure to finish the job. Too many people stop before they finish a job.

Evaluate your work. In this stage you examine the outcome of your planning and acting on your plan. Many people skip this stage. However, you will never go higher than the beginning position unless you evaluate what went right, what went wrong, and what could have been improved. While the project is still fresh in your mind, evaluate. Writing the evaluation down will be helpful to you in future projects.

Organize your tools. No matter whether you are a student with books, notebooks, pencils, etc., or an employee with the tools of the trade, organization of the things you use to do your work is vital. Gather them together, find a place for each one, and keep it in its place when it is not in use. Nothing is more frustrating to a person or annoying to an employer than the inability to immediately find tools when they are needed.

Organize your workspace. Eliminate unnecessary things from your workspace. Allow only your current project to be in your primary workspace. Other projects should be stored out of sight.

Organize your time. Everyone from the poor person to the millionaire has twenty-four hours in a day. When people say they don't have time, they are saying they have chosen to spend their time doing something else.

Eliminating Procrastination

Do the "worst" first. Do the hardest or most distasteful things first while you are fresh. Later, when you are not quite so energetic, the easier things can be done almost automatically.

Divide the big ones into many little ones. Break large jobs into small parts, list or number in order, and complete one small part at a time. "By the yard it's hard; by the inch it's a cinch."

Become like a robot. For those jobs that are done over and over, develop a set method so that doing it the same way every time becomes a habit.

Make your own assembly line. For jobs that have a number of steps to be done to a number of items, do the first step with all items, then the second step with all items, then the third step with all items, etc., until all of the steps have been performed with all of the items.

Set a deadline. Decide when a job needs to be finished because it is necessary or because you have other things to do. Always work toward a realistic deadline and procrastination will be less of a problem.

Make a promise to yourself. Put it in writing. Make a sign that reminds you of it. (It can be a symbol or word which brings the task to mind.) Put it on your bulletin board or another place you look at often.

Make a promise to someone else. Do this verbally or in writing. It is hard to back down when you have let someone else know you plan to do something.

Work on it for 10 or 15 minutes. Promise yourself you will work on an unpleasant task only 10 or 15 minutes. You may find after 10 minutes that it is not so hard or unpleasant after all and you want to keep on doing it. Many worthwhile things have been accomplished in 10 to 15 minute segments.

Reward yourself. Tell yourself that after you complete the task or a specific part of the task, you will play ball for a while, have a snack, take a walk, talk to a friend, read a poem, etc. The reward should be suited to your likes. What are the things you like to do best?

Stifle the need to be perfect. Do not wait for the perfect plan before you begin. Begin!

Make a game of it. Keep score on how much you can get done in 10 or 15 minutes. From the score of 30 minutes determine how many 10 to 15 minute segments it will take to do the task. Make that many marks on a piece of paper, an index card, etc. and strike off a mark every time you complete a segment of time.

Plan your day. The more you plan your day the less you will feel like procrastinating. However, be careful that you do not spend more time than needed in the planning process and end up putting off getting started.

Budget your time. Decide ahead of time exactly how much time you can spend on each task. You will be less likely to waste time if you have given each task an allotment of time.

Set realistic goals. Do not just fill time. Aim for your goals. If you don't know where you are going, you could end up anywhere. Goal-oriented people waste less time and are motivated not to procrastinate.

Adopt the company goals. Make the company goals yours. Pretend the company belongs to you to the extent that where the company succeeds, you succeed, and vice versa!

UNIT: Learning The Job
Lesson 3
Attachment C

SELF-MANAGEMENT RATING

On a scale of 1 to 10 (1 being lowest and 10 being highest), rate yourself on the following aspects of self management.

	1	2	3	4	5	6	7	8	9	10
Planning										
Working										
Evaluating										
Organizing work space										
Organized time										
Eliminating procrastination										

Now, join the position dots you have chosen with straight lines to form a graph which will show where you are strongest and weakest. The space to the right will illustrate your potential for improvement.

What are your three strongest areas?

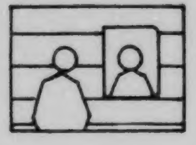
1. ______________________________
2. ______________________________
3. ______________________________

What are your three weakest areas?

1. ______________________________
2. ______________________________
3. ______________________________

Write six ways you can strengthen your weakest areas and explain.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________



UNIT: LEARNING THE JOB

Lesson 4: Time Management

Educational Concept

A person must develop good time management skills to succeed on the job.

Objective(s)

Given basic information on time management, each student will:
1. Plan a personal routine.
2. Use a weekly planner.
3. Use a monthly planner.
4. Prioritize daily activities.

Mastery will be determined by the ability of students to establish time management skills.

Resources Needed

Student Profile Folder
Managing Time (Attachment A)
Routine Planner (Attachment B)
Weekly Planner (Attachment C)
Monthly Planner (Attachment D)
Examples for Planners (Attachment E)
Student Directions for Time Management (Attachment F)

Learning Activities

Exercise 1
Distribute Managing Time (Attachment A) and Student Directions for Time Management (Attachment F). Give students time to study the material. Ask students to write their daily route as specifically as possible. Once the daily routine is written, direct students to write a time beside each activity that is on a regular basis.

Exercise 2
Distribute Routine Planner (Attachment B). Direct students to complete the planner by writing in orderly time those tasks which can be done daily, weekly, every other week, monthly, semi-annually, and annually.

Exercise 3
Distribute Weekly Planner (Attachment C), Monthly Planner (Attachment D), and Examples for Planners (Attachment E). Give students time to study planning examples. Discuss as a group. Direct students to plan their next week's and next month's schedule as specifically as possible.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include Attachments B, C, and D. Students should have their daily, weekly, and monthly schedules.

Other Suggested Resources

Zanca, **Women's Work**, "Managing Your Time"

Follow-up (or Outside Class) Activities

For homework, ask each student to use Attachment C as a format and extend their weekly planning to two additional weeks.

UNIT: Learning the Job
Lesson 4
Attachment A

MANAGING TIME

"I don't have time." How often have you heard someone make this statement? How often have you used it? We all use it to excuse the things we do not get done or the things we do not want to do. However, if you think about it, we all have the same number of hours in a day. What we really mean is "I don't choose to use my time that way."

The greatest asset we have is time and we can manage it or waste it. Good time management can mean success in our lives and in our jobs. The most valued employee is the one who has learned to manage his/her time wisely.

A good time management program is the best tool a person can have to keep moving toward long-range goals. Devise a plan for yourself and use it consistently. In this lesson you will be given some suggested ways of organizing your time.

Develop a routine of doing daily activities at the same time every day. Such things as getting out of bed, brushing your teeth, bathing, going to bed, etc. are best done at about the same time each day. Forming these habits can save a lot of wasted energy and provide much comfort. You are being provided a "routine planner" in this lesson. Try a few schedules until you find the best one for you. This does not mean that you have to get into a rut. Be flexible enough to occasionally do something at a different time when it is necessary. Remember, you are managing time, not letting time manage you.

After deciding on your routine, set up a method of organizing your time to include all of your additional activities. The easiest way to begin is with a monthly planning calendar. You can buy these at almost any store which sells calendars. Shaeffer-Eaton publishes one called **Month At A Glance**. In this lesson you are being provided with a monthly planner form which you can xerox.

In addition to these materials, you will need a weekly planner which contains enough space to list activities for each day. You are being provided a form for planning a week. Many people use colored paper for the weekly planner so that it stands out and can readily be seen.

On the weekly planner, fill in every appointment, project, meeting, phone call, or special occasion you need to remember. Any activity beyond these seven days goes at the end in the "next week" space.

At the end of every week (or the beginning of the next), take your monthly planner along with your weekly planner and organize the activities of the next week. Each morning take a few minutes to go over the day's schedule. Number things to do in order of importance. Always do the most important or urgent ones first.

At the end of each day reschedule the things that you did not get done for the next day or for later in the week. Keep the weekly planner with you. If necessary, it can be folded to show a particular day and carried in your pocket or purse.

At the end of each year you need to transfer important occasions such as birthdays, annual checkups, etc. to the next year's calendar. Save your calendar in case you need to check on the date something happened or was done in the past.

Planning for the management of time is very important. Spend the necessary effort to do it, but do not spend so much time planning that you do not get started. **Take action** on your planning.

UNIT: Learning the Job
Lesson 4
Attachment B

ROUTINE PLANNER

Daily

Time		Time	

ROUTINE PLANNER

Weekly	Day	Time

Every Other Week	Day	Time

Monthly	Date

Every 6 Months	Date

Yearly	Date

UNIT: Learning the Job
Lesson 4
Attachment C

WEEKLY PLANNER

SUNDAY

Day

Month

Year

MONDAY

Day

Month

Year

TUESDAY

Day

Month

Year

WEDNESDAY

Day

Month

Year

THURSDAY

Day

Month

Year

SATURDAY

Day

Month

Year

FRIDAY

Day

Month

Year

NEXT WEEK

MONTHLY PLANNER

MONTH ______________ YEAR ______________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐

UNIT: Learning the Job
Lesson 4
Attachment D

UNIT: Learning the Job
Lesson 4
Attachment E

EXAMPLES FOR PLANNERS

Daily

Time		Time	
6:30	Get out of bed	1:00	Eat lunch
6:35	Brush teeth	1:30	Brush teeth
6:45	Dress	1:35	Quiet time

ROUTINE Planner

Weekly

	Day	Time
Allergy shots	Thurs.	4:00 PM
Bowling	Tues.	7:00 PM
Wash clothes	Sat.	morn.

Every Other Week

	Day	Time
Dinner with grandparents	1st & 3rd Wed.	6:30 PM
Bathe Spot	2nd & 4th Sat.	2:00 PM
Visit nursing home	1st & 3rd Mon.	7:00 PM

Monthly

	Date
Pay bills	1st
Youth meeting	1st Sun. 6:00 PM
Breakfast meeting	2nd Monday 6:30 AM

Every 6 Months

	Date
Dentist - Teeth cleaned and checked	May &

Yearly

	Date
Annual Physical	August
Spot To Vet.	October
Trip to home	Thanksgiving

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SATURDAY

Football game PM
⑤ Leave for stadium
11:30
Lunch (tailgate)
④ Pick up chicken 11:00
③ Buy present for Jean
call John
② Gas in car
Check tires
check oil
① Get money from bank

5
Day
Oct
Month
1985
Year

Jean's
B.D.
party
8:00

NEXT WEEK

Spot to vet. Tue. Oct 8 4:0
Youth meeting Sun Oct 6 6:0
Call Jack Monday, Oct 7
Concert Fri, Oct 11 8:30 PM
Mom's b.d. Thursday
[illegible]
Present for Mom
Call Jean to see what Mom needs
Call florist Wednesday
* Algebra test Tuesday
Take Jean's bike to fix
Call back.

MONTH ______________ **YEAR** ______________

TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 DINNER - GRANDMOTHER 6:30	2 TERM PAPER English Test	3 Pick up BAND 8:00	4 Football Game	5 CONCERT 8:30

UNIT: Learning the Job
Lesson 4
Attachment F

STUDENT DIRECTIONS FOR TIME MANAGEMENT

Daily Activities

During class time, write down as many things as you can think of that you do every day. Write beside each one a time that it can best be done each day. Take this list home with you and add others as you think of them. Bring it back tomorrow.

Routine Planner

Write your activities in the order of the time you have decided to do them with the time given next to each one. On the back give time schedules for activities you do weekly, every other week, monthly, every six months, and yearly. Keep your daily routine planner in a convenient place so you can refer to it as needed.

Weekly Planner

Plan your week. Write down everything you know you have to do this week. In the top of the square put any very important thing that you dare not forget (a dental appointment, your best friend's birthday, a big test, etc.). Fill in the number of the date. Fill in the month and the year in the spaces provided. It is not necessary to write routine activities on your weekly planner. Keep your weekly planner with you. It is lined so that you can fold it small enough to put in your pocket or purse.

Monthly Planner

Plan your month. Fill in everything you know you need to do this month. Fill in the month and year at the top. Keep your monthly planner in a convenient place. Bring it to class tomorrow.

UNIT: LEARNING THE JOB

Lesson 5: Handling Emergencies and Pressures

Educational Concept

A person must be prepared for emergencies on the job and must be able to cope with the pressures of the job.

Objective(s)

Given the basic information on handling emergencies and pressures, each student will:
1. Give correct responses to given emergency situations.
2. List 5 ways to cope with stress.

Mastery will be determined by the ability of the student to recognize stress and establish ways to cope with stress.

Resources Needed

Student Profile Folder
Handling Emergencies (Attachment A)
Coping With Stress (Attachment B)
Responses to Emergencies (Attachment C)
Who's Boss? (Attachment D)

Learning Activities

Exercise 1
Distribute Handling Emergencies (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Coping with Stress (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute Responses to Emergencies (Attachment C). Assign Exercises 1-6 and ask students to narratively respond to each situation using the 10 methods of coping with stress.

Exercise 4
Direct students to prepare one written response as a brief oral report to the class. Ask students to give reports to the class specifically including the steps they used in handling the problem.

Exercise 5
Divide the class into small groups of 4 to 5 students. Distribute Who's Boss (Attachment D). Instruct students to read the case study and then discuss the conflict using the questions on the worksheet as a guide.

Exercise 6
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include narrative responses to Attachment C. Students should have completed the brief report and written learning activity on stress and participated in the class activity on conflict.

Other Suggested Resources

Stevenson, **Tensions — And How To Master Them**

Follow-up (or Outside Class) Activities

1. Direct students to practice tensing and relaxing their muscles as suggested in Attachment B.
2. Ask students to write a description of a peaceful scene they would create when they feel anxious or tense.

UNIT: Learning the Job
Lesson 5
Attachment A

HANDLING EMERGENCIES

Be prepared to act quickly and safely in an emergency. Here are some kinds of emergencies that might happen in a job and the information you will need to handle them.

Kind of Emergency	Knowledge Needed
A. Accident or Illness	1. Know whom to contact in case of accident or sudden illness.
	2. Know the location of: a. first aid equipment. b. fire extinguishers.
	3. Write down phone numbers of: a. fire department. b. ambulance.
	4. Learn how to give first aid, if possible.*
B. Shoplifting	1. Recognize techniques shoplifters use.
	2. Learn how to summon security personnel.
	3. Don't attempt to catch a shoplifter alone.
C. Holdup	1. Don't panic or offer resistance.
	2. Do what the thief tells you.
	3. If you have a silent security system: a. know where the "button" is. b. don't give any indication that you have sounded the alarm.
	4. Let security personnel and/or law enforcement officers handle the situation.

*Employers place great value on those employees who think enough of other people to learn first aid. Call your local Red Cross Chapter to find out when and where you can sign up for free first aid courses and ask about any company training that might be available.

UNIT: Learning the Job
Lesson 5
Attachment B

COPING WITH STRESS

Everyone feels pressure at times. You need to learn to manage stress both on the job and in your personal life. Following are 10 ways you can cope with tension by learning to relax.

Remember, tense people are not good decision makers.

1. Learn to relax physically in order to be relaxed mentally. Tense your muscles and relax them one at a time from your head to your toes to identify how you feel when your muscles are tense. When you have this feeling in the future, relax your muscles and you will automatically relax mentally.
2. Take a deep breath. When you are anxious, you tend to take shallow breaths. Force yourself to take a few deep breaths and you will feel more relaxed.
3. When you feel anxious, stop for a few moments and visualize a peaceful scene (the ocean waves breaking gently on the beach, sea gulls flying overhead against a blue sky, etc.). Choose your own peaceful scene and have it always available.
4. Look on the positive side of what you are doing; do not focus on what might happen if you fail. Picture yourself succeeding.
5. Be competent and do an adequate job, but do not set your standards too high. No one can be perfect and those who try to be often become too tense to do an adequate job.
6. Learn all you can about your job and what is expected of you. Once you achieve this, you will be more confident and confident people are less affected by stressful situations.
7. Practice a good exercise program. Choose some form of exercise (bike riding, walking, jogging, etc.) that you enjoy and do it regularly at least three times a week. Regular exercise causes you to be relaxed both mentally and physically.
8. Find a hobby that is interesting to you. Becoming involved in a hobby in your leisure time will take your mind off work pressures. You will be more relaxed and creative in tackling problems the next day.
9. Practice teamwork. Learn to work with your colleagues as a team. Think of them as your second family. Give them support and you will likely receive their support in return. The feeling that you are not alone relieves a lot of tension.
10. Talk over your problems with someone you trust. Do not keep things inside until the pressure builds up and makes you tense. Find a good listener — you can always repay them by being a good listener when they need someone. Two heads are better than one and just knowing someone understands relieves anxiety.

RESPONSES TO EMERGENCIES

Write a short paragraph telling how you should respond in the following situations.

1. You have a job in a convenience store working behind the cash register. A young man wearing a jacket approaches. His hands are in his pockets. He points a concealed object in his pocket at you and says, "This is a holdup!"

   You don't believe the object is a gun, but you cannot be sure. What should you do and why?

2. You have been on the job for a week. Suddenly a co-worker begins to hold his/her chest and moan. What should you do and why?

3. You are working in a grocery store. You notice a woman slipping a steak into her purse. What should you do and why?

4. You are working on a car in a shop area when you notice a person discarding a burning cigarette next to a flammable substance. Before you can react, that area is in flames. What should you do and why?

5. You are working in an office. A fellow employee trips and falls. He/she is not moving and appears to be unconscious. What should you do and why?

6. Your company has made arrangements for the Red Cross to teach a first aid course on Tuesday evenings. You usually spend Tuesday evenings bowling. What should you do and why?

UNIT: Learning The Job
Lesson 5
Attachment D

WHO'S BOSS?

Susan Phillips had been employed for two weeks as a carpenter for Nogle Brothers. Susan is a highly qualified carpenter, yet she felt lucky to get the job with Nogle Brothers since many of the companies she applied to were hesitant to hire a woman as a carpenter. Susan gets along fine with the boss, Jack Nogle, and most of the other employees. The exception is "old bossy" Al Perry. Al is nosy and constantly checks to see what Susan and the others are doing. Al is also extremely bossy. He tells Susan and the other workers how to do every little bit of work and doesn't get his own work done. Then he tells Susan to help out with his work.

Susan doesn't like being bossed around by Al. Trying to work with him is just impossible. The problem is that Al has worked for Nogle Brothers for twelve years and is a good friend of the co-owner, Jerry Nogle. Susan likes her job and needs the money. Today is Friday, and Susan has special plans for the evening. She usually doesn't mind working a few minutes late, but she really needs to get home on time tonight. Al has let his work fall far behind and tells Susan to help him out. Susan realizes that she will be forty-five minutes late if she helps him finish. She would really like to tell Al off and leave him stuck with all his work, but she is afraid she would be risking her job.

1. What is causing the conflict?

2. Who is involved?

3. How would you describe Al's behavior?

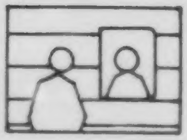
4. Why do you think Al acts the way he does?

5. If you were Susan, how would you be feeling?

6. What are some ways you could work out the conflict?

7. If you were Susan, would you try to handle the conflict yourself? Or would you try to get assistance from your co-workers?

Illinois Office of Education, **Methods and Materials for Teaching Occupational Survival Skills.** Springfield, Ill., 1978.



UNIT: LEARNING THE JOB

Lesson 6: Getting Off to a Good Start

Educational Concept

There are many things a person needs to know to get off to a good start on a job.

Objective(s)

Given the basic information on initial job characteristics, students will identify from a story the things the main character did right, those he/she did wrong, and other things that should have been done during the first day on the job.

Mastery will be shown by the ability of students to develop good initial job charcteristics.

Resources Needed

Student Profile Folder
Getting Off to a Good Start (Attachment A)
Getting Off to a Good Start Checklist (Attachment B)
Joe's First Day at Work (Attachment C)
Checking Joe's Progress (Attachment D)

Learning Activities

Exercise 1
Distribute Getting Off to a Good Start (Attachment A) and Getting Off to a Good Start Checklist (Attachment B). Give students time to study the materials. Discuss as a group.

Exercise 2
Distribute Joe's First Day at Work (Attachment C). Give students time to study the material.

Exercise 3
Distribute Checking Joe's Progress (Attachment D). Direct students to read the directions and complete the written simulation.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include written responses to Attachment D. Students should have participated in the learning activity in Attachment A and completed the written activity in Attachment C.

Other Suggested Resources

Texas Tech University, **Orientation to The World of Work (Parts One and Two),** Lubbock, Texas

Coronet Instructional Media, **You and Your Job: Part of The Team**

UNIT: Learning the Job
Lesson 6
Attachment A

GETTING OFF TO A GOOD START

Conquering First Day Jitters

Everyone is nervous beginning a new job. This feeling is very natural and human. Here are some ways you can make your fears less threatening.

1. Get things ready the night before — your clothes, your car keys, etc. Being prepared to leave on time and being early the first day is a good way to help yourself be more at ease.
2. Remember that your employer chose you from all the applicants. He/she wants you to succeed as much as you want to succeed. You are expected to be a little nervous and confused at first.
3. Keep a good sense of humor. If you are teased a little by the older workers, sent on errands, asked to do things for which you were not hired, etc., this won't last long. A good sense of humor will help you over the rough spots and cause your employer and fellow workers to accept you quicker.
4. Have important information available (social security number and the name, address, home and work phone number of the person you want notified in case of emergency, etc.). If you do not have something requested, simply offer to bring it the next day. Remember to bring it the next day as you promised.

Learing About Your Company

One of the best ways to adjust to a new job is to learn all you can about your company.

1. Read any literature the company has. Many companies have booklets which list rules and regulations, benefits, and other information.
2. Read any employee contract which the company has.
3. Get and read a copy of any contract between your company and your union if the workers have a union.
4. In smaller companies which do not supply the above, get the information from talking to your boss and fellow workers.
5. Make a list of the information you need to know such as history of the company, rules and regulations, operating procedures, hospitalization, dependents' hospitalization, life insurance, bonuses, time cards, paydays, work hours, pension plans, tardies, sick leave, funeral leave, absences, sick pay, vacation, promotion, drinking, drugs, smoking, injuries, fire, first aid, safety equipment, overtime, parking, workmen's compensation, educational assistance plans, etc.

Learning How Your Job Fits In

Understanding how you fit in is important. It can determine your basic attitude toward your job. If you think your job is not important, you may think being late or taking a day off will not matter much. Seeing that others will be unable to do their jobs if yours is not done will help you be aware of your importance. Even if another worker does not seem to depend upon you, you are needed or you would not have been hired.

Developing Goals

You have learned to set goals in Lesson One. Employers like to have people who develop a plan and will work for their own advancement. This kind of person comes to work every day, is on time, is willing to work overtime when necessary, and tries to be efficiently productive. Knowing the company and how you fit in will help you develop specific goals, both long-range and short-range.

Watching Your Appearance

Learn what is acceptable dress in the company you work for (suits, dresses, pant suits, jeans, etc.). No matter what you wear, it should be neat and clean. You should be reasonably presentable. You should practice good personal hygiene. For example, your co-workers will complain if you develop an unpleasant body odor because you do not bathe regularly or launder your clothes often enough. Remember that all body odors are caused by bacteria which must be washed away daily.

Doing Your Job

The most important thing is actually doing your job. Usually you will be qualified for your job or you would not have been hired. Here are a few rules for new workers.

1. LISTEN. Listen carefully when your boss or supervisor tells you things. Keep a small notepad available to jot down key instructions. Be aware of things around you. You can learn a lot by listening to and observing your fellow workers.

2. ASK QUESTIONS. If you forget or do not know something, ask your boss or your fellow workers. Make lists of your questions and ask them when someone who knows has a minute. Do not hesitate to ask questions immediately when you can not continue a task without the information. Mistakes can be costly and can often be avoided by asking questions. Be sure you ask someone who knows.

3. DO NOT PANIC WHEN YOU'VE MADE A MISTAKE. Never try to cover up. Tell your boss about the mistake and ask for advice and help in correcting it. Learn from your mistake so that you do not make the same one over and over again.

4. WORK CAREFULLY. Be careful and double check your work before you present it to your boss.

5. SHOW INITIATIVE. When you complete a task, decide what else needs to be done and do it. However, do not attempt to do work for which you are not qualified. As you learn the job, there will be more and more ways you can use initiative and creativity. You may even be able to give suggestions for improvement.

6. PRACTICE TEAMWORK. Remember that all employees should be working together toward the company goals. To the extent that you are helpful to others, they usually will be helpful to you.

UNIT: Learning the Job
Lesson 6
Attachment B

GETTING OFF TO A GOOD START CHECKLIST

1. Get things ready the night before.
2. Carry any information that you might need the first day. (Social security number and the name, address, home and work phone number of the person to notify in case of emergency, etc.)
3. Arrive on time (early the first day).
4. Remember that your employer wants you to succeed.
5. Keep a good sense of humor.
6. Dress appropriately for the job.
7. Practice good hygiene (be clean, brush teeth, etc.).
8. Read any literature the company has.
9. Read any employee contract.
10. Get and read any union contract.
11. Obtain information about the company from your boss or co-workers.
12. Be enthusiastic.
13. Set goals.
14. Listen carefully to instructions. Write down key points.
15. Ask questions of your boss or supervisor.
16. If your boss is not available, ask someone else who knows the answers.
17. Make a list of questions and ask someone who knows.
18. If you make a mistake, do not cover up; tell your boss and ask for his/her advice in correcting it.
19. Correct mistakes.
20. Take steps to insure that you do not make the same mistake again.
21. Work carefully.

22. Check your work before you present it to your boss.

23. Show initiative.

24. Do not attempt to do work for which you are not qualified.

25. Practice teamwork.

JOE'S FIRST DAY AT WORK

This is Joe's first day at work. Last night he laid out his clothes and checked his alarm to see that the batteries were good in case the electricity should go off. He then set the alarm early enough to give him thirty more minutes than he would need to get ready for work. (1)

Joe takes a shower and dresses in his best dress pants and long sleeve shirt, both of which have been freshly laundered. (2) He eats a nutritious breakfast and proceeds to leave the house. As he goes to open the car door, he realizes he does not have the keys. He rushes into the house and checks his table. No keys! "The keys, the keys! Where are the keys?" he moans. (3)

He checks the pants he wore yesterday and there they are. This search has caused him a little delay, but he still arrives at work twenty minutes early. Still, he is feeling frightened. "What if my employer is not patient with my inexperience?" he asks himself. (4)

Then his thoughts turn to his new co-workers. "What if my fellow workers tease me and make a gofer out of me?" he worries. (5)

Even though his supervisor has not yet come, Jim decides to start work. He sees a task that needs completing. Although he does not know exactly how it should be done, he begins — guessing as he goes along. (6)

Finally, Joe's supervisor arrives. He has been in a breakfast meeting with the company owner. "I'm sorry I was late, Joe."

The supervisor, Mr. Smith, introduces Joe to the other workers. Joe notices that everyone is wearing jeans and realizes that he is overdressed for the job. (7) Mr. Smith tells Joe that Susan will be working closely with him in learning the job. Well, Susan seems nice enough, but Joe is not sure he will feel comfortable having a co-worker show him what to do.

Joe is now sent to the personnel office where he has to fill out some forms. There are a great deal of questions to answer and he does not know how to answer some of them. He does not remember his social security number and has left his card at home. (8) The company will pay for health insurance and he can buy life insurance at a low premium. How much life insurance, if any, should he buy? He cannot decide. He leaves the personnel office a little confused.

However, Joe is glad that the personnel manager has given him a company manual. It seems to contain a lot of information and he plans to study it at home tonight. (9)

Joe is a very conscientious worker. He has plans for his future. Within five years he plans to be a supervisor like Mr. Smith. He is determined to do a good job and learn what he can do on a daily basis to advance to that level. (10)

When Joe gets back to the workroom, he notices that Susan has been folding envelopes and flyers for a mailing. He folds a self-addressed envelope and puts it into another envelope addressed to a customer. He then folds a flyer and puts it in. Then he seals the envelope. He has completed twelve envelopes and is very proud of himself when Susan returns. As it turns out, Susan had left to get some postage stamps. Each self-addressed envelope which goes inside the mailing must have a stamp. (11) Joe spends the next fifteen minutes reopening the envelopes. (12) He is feeling a little foolish, but kind of angry, too. After all, he was only trying to help. He is also feeling frustrated that no one has given him anything specific to do yet. However, he vows never to start another task without knowing what is to be done.

Mr. Smith comes in right after Joe has corrected his mistake and gives him the job of assembling "jambits," a simple new invention designed by the company to make windows burglarproof. He explains very carefully and in detail what he wants Joe to do. Joe listens attentively to Mr. Smith. (13) Not wanting to interrupt to ask him any questions, Joe nods his head politely. (14) Satisfied by Joe's positive nods that he understands, Mr. Smith leaves the room.

Joe begins with enthusiasm. (15) He finally has an important task to do. After about five minutes of steady work, however, he comes to an abrupt halt. "Did Mr. Smith say left or right?" he wonders.

He looks around for Susan, who is busy concentrating on her work. Susan seems so busy he hates to interrupt, so he goes ahead and puts it on the left. (16) He has made five of them when he realizes that the piece should have gone on the right. He has already welded them and there is no turning back. However, the "jambits" will not operate this way.

Panic sets in! What can he do? Here is about $25 worth of material which cannot be salvaged. Maybe if he hides them under the paper in the trash can, he can work fast enough to complete twice as many as usual before Mr. Smith comes back. Maybe Mr. Smith will never have to know about his mistake. There are so many of them to do. Maybe there are enough so that five will never be missed. (17)

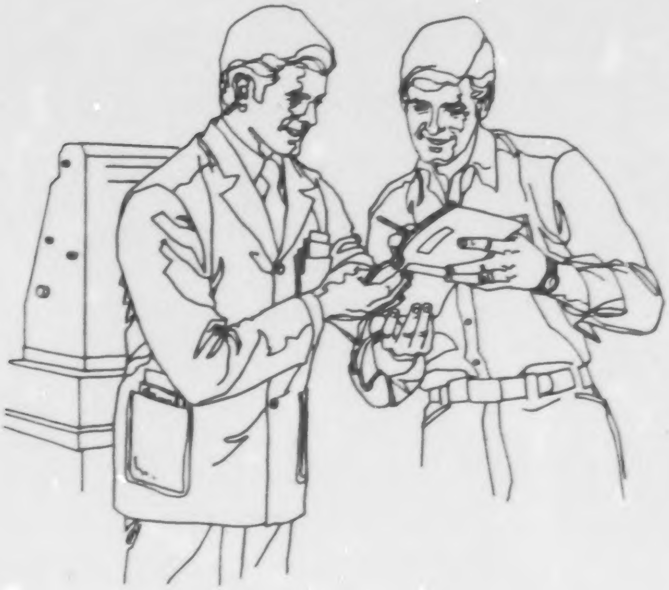
By the time Mr. Smith comes back Joe has decided to confess his mistake. Mr. Smith is very sympathetic and tells him that everyone makes mistakes on a new job. He suggests that Joe ask questions of him or someone else if he is not sure of what he is to do. He also suggests that Joe write down key points.

A little later one of the older employees asks Joe to go into the next department and ask for a "jambit' wrench. When Joe asks, their laughter tells him that the old man has put him on. He laughs along with them, goes back to the old man, and good naturedly says, "You got me on that one." (18)

Joe has finished the "jambits" and looks around for something else to do. He sees that Susan is still stuffing envelopes and decides that they will get mailed faster if he helps her. (19) Susan is very grateful for the help and they finish in a short time.

Mr. Smith comes to check the completed "jambits" and three of them are defective. Joe realizes he could have fixed the defects if he had double checked his work. (20)

At the end of the day Joe is tired, but happy. He knows he has made some mistakes, but he also knows that he has learned from them. He looks forward to a long and productive career with the company.



UNIT: Learning the Job
Lesson 6
Attachment D

CHECKING JOE'S PROGRESS

You have been given a story about Joe's first day at work. As you read the story, use the Getting Off to a Good Start Checklist to identify what Joe did right, what he did wrong, or what he should have done. When you come to a number in parentheses such as (1), write the answer in the corresponding spaces below.

1. ____
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2. ____
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3. ____
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4. ____
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5. ____
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6. ____
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7. ____
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8. ____
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9. ____
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10. ____
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11. ______________________________

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12. ______________________________

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13. ______________________________

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14. ______________________________

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15. ______________________________

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16. ______________________________

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19. ______________________________

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20. ______________________________

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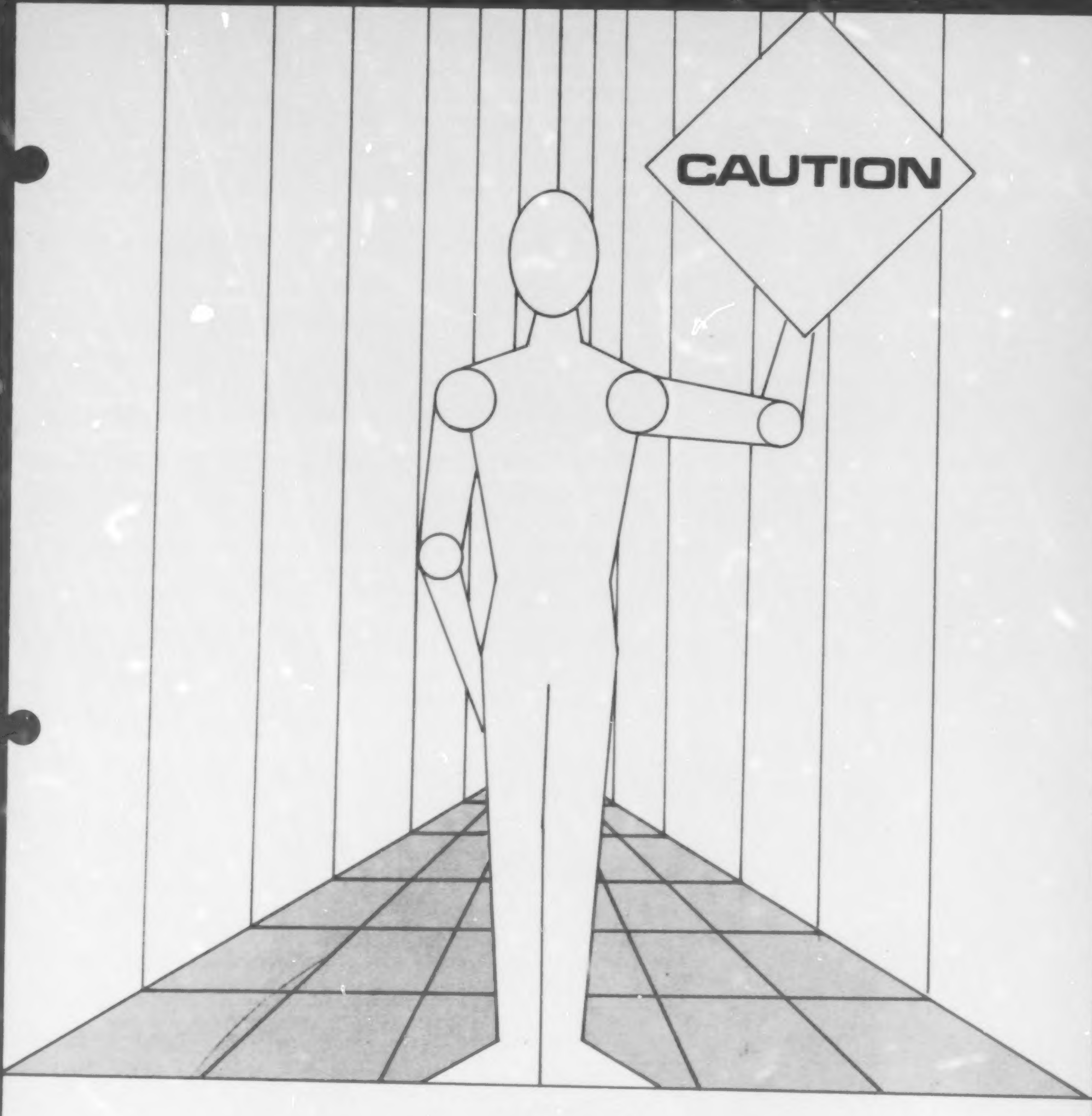


safety

SAFETY

Unit Goal

Students will have the opportunity to develop an understanding of the relationship between job safety and job survival and satisfaction and success.

Topic Outline

Lesson One:	Causes of Accidents
Lesson Two:	OSHA -- The Occupational Safety and Health Administration
Lesson Three:	Safety Attitudes
Lesson Four:	Fire Prevention
Lesson Five:	Classifying, Controlling and Extinguishing Fires
Lesson Six:	Manual Handling of Materials

UNIT: SAFETY

Lesson 1: Causes of Accidents

Educational Concept

It is estimated that the majority of work accidents are caused by human failure or unsafe behavior by workers. The second major cause of work accidents is an unsafe environment. It is every worker's and employer's responsibility to see that the working environment is safe. If workers are alert, careful, and knowledgeable about their jobs, then many accidents can be prevented. Keeping the working environment safe should also be a chief concern of employers.

Objective(s)

Given basic information on the causes of accidents, students will identify the major causes of work-related accidents.

Mastery will be determined by the ability of students to recognize the importance of job safety.

Resources Needed

Student Profile Folder
Causes of Accidents: Points to Ponder (Attachment A)
Case Problem for Causes of Accidents (Attachment B)
Causes of Accidents Evaluation Exercise (Attachment C)
Answers — True and False (Attachment D)
Construction paper
Magic markers
Scissors
Magazines
Newspapers
Letter cut-outs
Glue

Learning Activities

Exercise 1
Distribute Causes of Accidents: Points to Ponder (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Case Problem for Causes of Accidents (Attachment B). Read the case problem to the class. Instruct the students to answer both questions in a comprehensive, narrative manner. Upon completion, discuss student answers as a class.

Exercise 3
Distribute Causes of Accidents Evaluation Exercise (Attachment C). Read each question to the group, noting the three main parts of the exercise. Upon completion of the exercise, discuss student answers as a class. Review Answers (Attachment D) to the true and false section. Grade for mastery.

Exercise 4
Divide the class into groups of four. Distribute construction paper, magic markers, scissors, magazines, newspapers, letter cut-outs, and glue. Instruct each group to design a bulletin board entitled Safety — Your Key To Job Success. Use photographs, drawings, news stories or advertisements to design the bulletin board. After completion, discuss the meaning of each design. Hold a class election for selection of the design to be placed on the class bulletin board or designated area.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments B and C. Evaluation should be based on participation and the completion of written exercises on job safety.

Other Suggested Resources

Como, Jay, **Surviving on the Job**
Kimbrell, Grady, and Vineyard, Ben S., **Succeeding in the World of Work**
Jacobs, Clinton O., and Hunter, Howard J., **Developing Shop Safety Skills**
Littrell, J.J., **From School to Work: A Cooperative Education Book**

Follow-Up (or Outside Class) Activities

Instruct students to interview an employer about plant safety. Specifically request the employer to give two situations in which safety regulations were violated and the consequences which occurred. Direct students in the writing of a narrative report following the interview.

CAUSES OF ACCIDENTS: POINTS TO PONDER

Lack of Knowledge

It is estimated that a large number of work accidents are caused by a lack of knowledge on the worker's part. The worker who has not been properly instructed, receives the wrong instructions, or obtains inaccurate information is most likely to make mistakes and have accidents. A lack of knowledge can cause accidents in any job — not just jobs where dangerous machinery or equipment is used. Workers should have the knowledge to perform a job accurately and safely before they ever begin.

Lack of Skills

Most jobs require that workers possess certain skills if the job is to be performed accurately and safely. In order for a worker to become skilled in a job there must be a desire to learn the skills needed, to receive the proper instruction, and to practice. The lack of skills can also cause accidents in any job and the worker needs to be aware of his/her expected performance skills.

Poor Work Attitudes

A worker's attitude toward safety on the job affects the number of accidents that occur. Having a positive attitude toward safety can help prevent accidents on the job. Every worker needs to think safety and get into the habit of doing all job tasks in a safe manner. A worker's attitude toward safety is reflected by the way he/she feels about certain safety practices and shows up in his/her behavior on the job. There are many elements which demonstrate attitudes which are directly related to worker safety and the safety of fellow workers.

Unsafe Environment

The environment that a person works in can affect the number of accidents that are likely to occur. Research has indicated that about 15 percent of all accidents can be blamed on an unsafe environment. For example, accidents can be caused by worn, dull, broken, or defective tools. More accidents occur in some jobs, such as construction, than in other areas such as office work.

UNIT: Safety
Lesson 1
Attachment B

CASE PROBLEM FOR CAUSES OF ACCIDENTS

Jill is a laborer in a sheet metal fabrication shop. Her regular job is to assist in cutting out patterns of sheet metal. One day a truck arrived at the rear door of the shop to deliver some metal. The other workers had gone to lunch and no one was around to unload the metal. The truck driver asked Jill if she would do it because he was in a hurry. Jill did not want to look dumb and helpless so she attempted to unload the sheet metal with a forklift. She had seen other workers drive the forklift, but she had never used it herself. When she attempted to pick the metal up it slipped and fell to the ground, just missing the truck driver. Jill was suspended from her job for one week because of the incident.

1. What was the real cause of Jill's accident?

2. Should Jill have been suspended? Explain your answer.

Como, Jay. **Surviving on the Job.** Bloomington, ILL: McKnight Publishing Co., 1983.

UNIT: Safety
Lesson 1
Attachment C

CAUSES OF ACCIDENTS EVALUATION EXERCISE

Part I

1. How does the lack of knowledge and the lack of skills affect the number of accidents that occur in the work place?

2. List some of the important safety regulations that you are required to follow at school.

3. List some of the important safety regulations that you are required to follow at work. If you are not employed, then list some for a particular business or industry.

Part II: True or False

_______ 1. The majority of employers are not interested in safety.
_______ 2. Serious injury can result from the use of machines, chemicals, and tools.
_______ 3. Nearly one-half of all injuries occur during a worker's first year on the job.
_______ 4. A lack of skill causes many workers to suffer injuries on the job.
_______ 5. The health and well-being of a worker and his/her family are important budgeting expenses.

_______ 6. Workers can become aware of unsafe work conditions from supervisors and co-workers.

_______ 7. A worker should not inform anyone if the employer fails to straighten out an unsafe condition.

_______ 8. An unsafe work condition could develop without the employer being aware of it.

_______ 9. Sometimes workers are required to wear special safety clothing.

_______ 10. Unsafe working conditions should be reported by the workers to the employer at the end of the day.

Part III: Case Problem

Joe was employed as a carpenter. The contractor he worked for was building a two-story house and Joe was working on the first floor. One day it was very hot and humid. Joe decided to remove the hard hat he had been given to wear in order to cool off. A few minutes later a carpenter working on the second story dropped a board that landed on Joe's head. Joe was sent to the emergency room with a slight concussion. He stayed in the hospital for several days. The contractor then fired Joe.

1. What was the real cause of Joe's accident?

2. Why did Joe's employer fire him?

3. Are you ever careless in following safety regulations? If so, give examples.

Como, Jay. **Surviving on the Job.** Bloomington, Ill.: McKnight Publishing Co., 1983.

UNIT: Safety
Lesson I
Attachment D

ANSWERS — TRUE AND FALSE

1. False
2. True
3. True
4. True
5. True
6. True
7. False
8. True
9. True
10. False

UNIT: SAFETY

Lesson 2: OSHA — The Occupational Safety and Health Administration

Educational Concept

The Occupational Safety and Health Administration (OSHA) is a federal government administration that sets and enforces job safety and health standards for workers. OSHA requires that each employer provide all employees with a place of employment that is free from hazards that cause injury or death.

Objective(s)

Given basic information on OSHA, students will identify the main purposes of OSHA and OSHA rules for employees.

Mastery will be demonstrated by the ability of the student to recognize the value of OSHA to individual job safety.

Resources Needed

Student Profile Folder
Occupational Safety and Health Administration (OSHA) (Attachment A)
Safe Workers: Points to Ponder (Attachment B)
OSHA Evaluation Exercise (Attachment C)
Answers (Attachment D)

Learning Activities

Exercise 1
Distribute Occupational Safety and Health Administration (OSHA) (Attachment A) and Safe Worker: Points to Ponder (Attachment B). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute OSHA Evaluation Exercise (Attachment C). Instruct the students to write the answers to the six questions. After completion, collect the papers and review the printed answers (Attachment D) with the students. Grade the exercise for accuracy.

Exercise 3
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the graded written results of Attachment C. Evaluation should be predicated on the student's ability to recall the primary functions of OSHA through the completion of written exercises.

Other Suggested [illegible]ources

All About OSHA (OSHA 2036)
Safety and Health Protection on The Job (OSHA 2005)
How States Plan for Job Safety and Health (OSHA 2050)
Target Health Hazards (OSHA 2051)

Follow-Up (or Outside Class) Activities

Instruct students to write a brief report on the following situation.

You are an employee of the Goody Candy Company. You find that a particular piece of machinery with which you work has different rates of production even though it is supposed to function at an even rate. At particular times, you find you must operate quickly to keep up with the machine and this prohibits you from feeling safe. You report the problem to your supervisor. After four weeks, nothing apparently has been done to correct the problem. What are your alternatives? What alternative do you choose? Why?

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)

Until 1970, the United States had no laws requiring employers to provide safe working conditions. That year, however, Congress studied the annual figures regarding worker safety.

1. 14,000 worker deaths were caused by job-related accidents.
2. 2.5 million workers were disabled.
3. An estimated 300,000 new cases of occupational diseases were recorded.

As a result of the Congressional study, **The Occupational Safety and Health Act (OSHA)** was passed. The act created the Occupational Safety and Health Administration as part of the Department of Labor. OSHA's basic philosophy is that every worker should have a safe place to work. The major purposes of the act and law referred to as OSHA are listed here.

1. To reduce hazards in the work place by providing new or improving existing safety and health programs
2. To keep records of job-related injuries and illnesses for evaluation
3. To develop and enforce mandatory job safety and health standards

Under OSHA's provisions, states are encouraged to develop their own safety plans that meet the minimum OSHA standards. OSHA enforces the federal regulations if states do not develop their own. Therefore, employers are responsible to local, state, and federal safety laws.

OSHA is also the enforcing agent for safety standards. Under the law, it has the authority to make safety inspections of work places. OSHA also has the authority to issue citations and impose fines if a business fails to comply with the safety standards. It is the responsibility of employers to provide safe working conditions for all employees. Employees are also required to follow the OSHA safety standards. Each work area must have a posted "Job Safety and Health Protection" OSHA roster.

There is a legal base for employers complying with safety standards because of the 1970 Act and OSHA's adopting many specifications as safety standards. It is important for employers to understand that in addition to being responsible for providing safe working conditions, they may be liable for providing them. Such liability should make employers more safety conscious.

Safety information from other sources may be evaluated and adopted as a standard by OSHA. Some of these other sources include the following private organizations.

1. American National Standards Institute (ANSI)
2. National Fire Protection Association (NFPA)
3. Mining Enforcement and Safety Administration (MESA)
4. Underwriter Laboratory (UL)

Some of the rules that employees must follow are listed here.

1. Obey OSHA's safety standards and the employer's standards.
2. Report any injury that happens on the job.
3. Wear personal, protective equipment if required.
4. Participate in fire drills and other safety procedures.
5. Report unsafe working conditions and practices. Request that OSHA make an inspection if the employer does not correct an unsafe condition in a reasonble period of time.

Jacobs, Clinton O., and Hunter, Howard J. **Developing Shop Safety Skills.** American Association for Vocational Instructional Materials, 1979.

SAFE WORKERS: POINTS TO PONDER

Safe workers:

1. Show concern for themselves and others.
2. Are alert to unsafe conditions.
3. Observe and recognize unsafe conditions and situations.
4. Decide how to handle the situation safely.
5. Act to take the necessary precautions to avoid injury to themselves and others.

Jacobs, Clinton O., and Hunter, Howard J. **Developing Shop Safety Skills.** American Association for Vocational Instructional Materials, 1979.

UNIT: Safety
Lesson 2
Attachment C

OSHA EVALUATION EXERCISE

1. What does OSHA stand for?

2. What is OSHA's basic philosophy?

3. List the three major purposes of OSHA.

4. How can OSHA enforce safety standards?

5. List at least three rules that employees must follow under OSHA regulations.

6. List at least four behaviors or attitudes that describe a safe worker.

ANSWERS

1. Occupational Safety and Health Administration

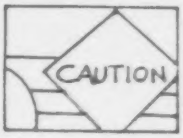
2. Every worker should have a safe place to work.

3. a. Reduce hazards and improve existing safety and health programs.
   b. Keep records of job-related injuries and illnesses for evaluation.
   c. Develop and engage mandatory job safety and health standards.

4. a. Safety inspections
   b. Citations
   c. Impose fines

5. a. Obey OSHA's Safety Standards and the employer's standards.
   b. Report any injury that happens on the job.
   c. Wear protective equipment.
   d. Participate in fire drills and other safety procedures.
   e. Report unsafe working conditions and request OSHA inspection if conditions are not corrected in a reasonable period of time.

6. Student opinion



UNIT: SAFETY

Lesson 3: Safety Attitudes

Educational Concept

Every year one out of every four workers has an accident that is serious enough to require a doctor's care. These injuries are not only painful, they also are expensive for both the employer and the worker. The worker loses pay and the employer loses profit for time away from the job. However, the majority of accidents are caused by people -- not mechanical failures or freaks of nature. A person's attitude toward safety can help prevent accidents. The way a worker feels toward safety is the most important safeguard against accidents.

Objective(s)

Given basic information on safety attitudes, the student will recognize good work attitudes that affect safety on the job.

Mastery will be demonstrated by the student's positive attitudes toward safety.

Resources Needed

Student Profile Folder
Exhibiting Attitudes That Prevent Accidents (Attachment A)
Avoiding States of Mind That Contribute To Accidents (Attachment B)
Evaluation Exercise (Attachment C)
Answers (Attachment D)
"Everything To Lose" (Film)

Learning Activities

Exercise 1
Distribute Exhibiting Attitudes That Prevent Accidents (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Avoiding States of Mind That Contribute to Accidents (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute Evaluation Exercise (Attachment C). Read the directions for both parts of the exercise. Upon completion, collect the responses from the students and review Answers (Attachment D) with the group. Grade for mastery.

Exercise 4
Show the film "Everything To Lose." Direct students in a group discussion. Ask the following questions to start the discussion.

1. What foolish chances did the film demonstrate?
2. What consequences were demonstrated?
3. Have you experienced any of these situations?

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment C. Evaluation should be predicated on the student's participation and the completion of the written exercise on attitudes.

Other Suggested Resources

Gilmore, **Accident Prevention and Control Safety Education**
American Technical Society, **Safety Education**

Follow-Up (or Outside Class) Activities

Using the same employer identified in Lesson 1, direct the students to conduct an interview by using the following questions.

1. Do worker attitudes play an important part in any accident that may occur?
2. In accidents you have witnessed, how would you describe the attitude of the worker?
3. What do you think affects worker attitudes toward safety?
4. What recommendation would you give to workers for improving their attitude? What recommendation would you give to the employer?

EXHIBITING ATTITUDES THAT PREVENT ACCIDENTS

Safety simply means protection — protection from being hit, being caught in, falling, striking against, making electrical contact, inhaling, or being exposed to harmful temperatures. The result is injury or death.

Can you recognize an accident before it happens? It isn't always easy to do. There are, however, some things you can do to help avoid or prevent accidents, and one of these is to have positive attitudes toward safety. This means having the desire to be safe. Practices such as the following can carry you a long way in preventing accidents.

PRACTICE SELF-CONTROL. Do this in spite of frustrations, fear, anger, tension, or worry. Did you ever see a frustrated or angry person throw an object at something or somebody, or a scared person panic? If you have, you know that the person was not in complete control at the time and that a serious accident could be the result of such actions. So if you feel yourself losing self-control, stop a minute and try to regain your composure. It will pay off most of the time.

SET A GOOD EXAMPLE FOR OTHERS. You may be surprised if you knew just how many people you influence by the things you do. So try to set a good example when it comes to observing safety rules and taking safety precautions. If you see someone engaged in an act that is against the rules or that poses a threat to safety, offer to show her/him the safe way. The life you save may not be your own!

BE CONSIDERATE OF OTHERS. A person who has consideration for other people behaves in a manner that will benefit rather than harm others. This is especially true when driving an automobile. Too often we see drivers who meet face to face, both insisting that they have the right of way. What happens? Tempers flare, and the one who finally has to wait screeches off in a huff, thereby jeopardizing his/her own safety as well as the safety of others. Practice the rule of defensive driving. By driving in such a manner to protect yourself, you are also protecting others.

There are many times on the job that you can show consideration for others. A simple example would be to hold the door for someone who is carrying a heavy load. This is, of course, a small act of kindness; you will have many opportunities on the job to show that you care about someone else.

Practice the Golden Rule: "Do unto others as you would have them do unto you." Consideration for others not only helps prevent accidents; it is a very important part of proper human behavior.

WORK WITH OTHERS FOR SAFETY. Don't forget to show genuine interest in others and in what they feel to be important. If your community, school, or place of work is promoting a safety program, support it. Since people cause 90 percent of all accidents, it takes cooperation to help recognize and eliminate accident situations.

STAY ALERT. Have you ever watched a person walk out into the middle of the street completely oblivious to the things that are going on around him/her? What made this person do it? No one knows exactly, but you can be sure that this person's mind was not on what he/she was doing. Being preoccupied with other thoughts is one of the greatest causes of serious accidents. A pedestrian is struck and seriously injured, a sharp tool is jammed into a hand, or an extensive explosion occurs -- all because someone is daydreaming and is not paying attention to the situation at hand. Stay alert and avoid accidents.

AVOID TAKING UNNECESSARY RISKS. Many injuries and deaths have occurred because someone chose to take an unnecessary risk. Someone had to get to the other side of the street in a hurry and walked against the traffic light. Someone didn't want to take time to put on a hard hat in a danger area. Someone had to smoke a cigarette in a "no smoking" area. Taking unnecessary risks is never acceptable where safety is concerned.

DO WHAT IS SAFE, EVEN IF IT TAKES LONGER OR IS A LITTLE HARDER. There are times when you may want to take a shortcut because it saves time or it is a little easier to do. For instance, do you wear your safety belt even if you are driving a short distance? Or do you get up a little earlier each morning so that you won't have to rush to where you are going? Taking a little extra time or putting forth a little extra effort could very well prevent the occurrence of a serious accident.

Your state of mind is instrumental in preventing accidents. Keep a positive attitude -- THINK SAFETY!

Kentucky Department of Education. **Employability Skills,** "Attitudes and Safety" (Module ES-20), 1979.

UNIT: Safety
Lesson 3
Attachment B

AVOIDING STATES OF MIND THAT CONTRIBUTE TO ACCIDENTS

Most accidents are caused by someone's state of mind setting the stage for injury. There are nine good reasons why many people have accidents.

DISOBEDIENT. Some people resent anyone suggesting or telling them what to do. As a result, they deliberately ignore safety precautions. Some people even like to pretend that disobedience and danger "are the spice of life."

FORGETFUL. "I meant to, but I forgot," can be the cause of a serious accident.

INEXPERIENCED. A few people are ashamed to admit that they "don't know," and rather than asking for help, they are willing to take big risks. They just guess and muddle through.

CARELESS. "Stay alert and stay alive." Many accidents occur because someone was daydreaming, became careless, and caused an unfortunate accident. On the other hand, some people take the attitude, "Oh, why bother? Nothing bad has happened yet."

LAZY. A person who takes the attitude that taking safety precautions is "just too much trouble" is asking for trouble.

TIRED. Fatigue is a frequent cause of accidents. The more wide awake a person is, the less likely he/she is to get hurt.

BAD TEMPERED. A person who takes the attitude, "I'll do it my way, or else!" can expect to have trouble in more ways than one with family, friends, co-workers, AND with safety measures. Those who throw temper tantrums and kick or throw things can be a hazard to themselves and, even worse, to others.

A SHOW OFF. Some people have such a sense of insecurity that they feel the need to show off and are silently pleading, "Watch me." In a desperate attempt to gain attention from others, they are willing to take dangerous risks in order to prove their worth, thus jeopardizing their own safety and perhaps that of others.

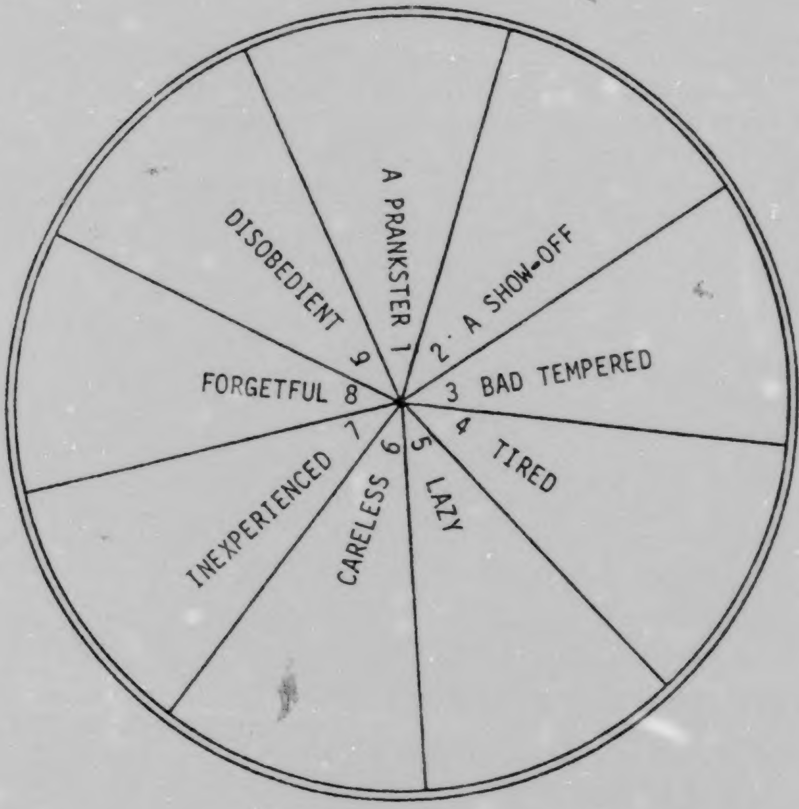
A PRANKSTER. Practical jokes and horseplay may be appropriate for a party, but they can be dangerous under certain conditions such as working around machinery. A person should be keenly aware that being a joker and clowning around is a major cause of mishaps.

EVALUATION EXERCISE

Part I: Avoiding States of Mind That Contribute to Accidents

Thoughts concerning safety that occur to some people are listed on the following page.

Write the number of the state of mind on the wheel that corresponds to each statement.


1 A PRANKSTER
2 A SHOW-OFF
3 BAD TEMPERED
4 TIRED
5 LAZY
6 CARELESS
7 INEXPERIENCED
8 FORGETFUL
9 DISOBEDIENT

_______ "I will never get hurt. Safety is kid stuff. I refuse to observe that safety rule."

_______ "It's too much trouble to do this job just for the sake of safety."

_______ "I meant to, but I forgot."

_______ "Oh, why bother? Nothing bad has happened yet."

_______ "I'm ashamed to admit that I haven't learned exactly how to do this, so I'll take a stab at it myself."

_______ "I'll switch off the machine in the middle of his/her big job. Everybody else will get a big laugh."

_______ "I should have gone to bed earlier; I'm so sleepy I can hardly see what I am doing."

_______ "I'll show my supervisor that I don't have to do everything I'm told!"

_______ "Watch me! I dare anyone else to take such a risk!"

Part II: Exhibiting Attitudes That Prevent Accidents

There are at least seven attitudes that can help prevent accidents. Read each statement below and write the attitude that relates to it. USE A SEPARATE SHEET OF PAPER.

1. You always try to practice the Golden Rule.
2. Before you lose your temper, you count to ten.
3. You are a good influence on fellow workers.
4. You take the time and trouble to practice safety.
5. You are a member of the safety team at work.
6. You are aware of what is going on around you.
7. You don't take risks where safety is concerned.

Kentucky Department of Education. **Employability Skills**, "Attitudes and Safety" (Module ES-20), 1979.

ANSWERS

Part I

9
5
8
6
7
1
4
3
2

Part II

1. Be considerate of others.
2. Practice self-control.
3. Set a good example for others.
4. Do what is safe, even if it takes longer or is a little harder.
5. Work with others for safety.
6. Stay alert.
7. Avoid taking unnecessary risks.

UNIT: SAFETY

Lesson 4: Fire Prevention

Educational Concept

Knowing what a fire is, what it is made of, why it keeps burning, and why it goes out is information that is essential to understanding fire protection, fire control, and fire extinguishment. Understanding fire hazards is also critical to fire protection. It is also necessary to know how and where fires start and how to prevent them in order to eliminate unwanted fires.

Objective(s)

Given basic information on fire prevention, the student will recognize what fire is and its hazards, sources, and prevention.

Mastery will be determined by the student's demonstrated ability to associate fire safety with job success.

Resources Needed

Student Profile Folders
Fire Prevention: Points To Ponder (Attachment A)
Fire Prevention Evaluation Exercise (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Distribute Fire Prevention: Points to Ponder (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Plan and implement a field trip to a local fire department. Ask the chief of the department to discuss fire safety, prevention, sources and hazards. Following the trip, direct students in writing a narrative report of the presentation.

Exercise 3
Distribute Fire Prevention Evaluation Exercise (Attachment B). Review each question and remind students to carefully read and consider the possible answers before responding to the question. Upon completion, collect the answers. Review Answers (Attachment C) with the class. Grade for mastery.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Evaluation should be based on the student's completion of written exercises on fire prevention.

Other Suggested Resources

South Carolina Department of Education, **Safety Handbook — A Guide For Trade and Industrial Education Programs**

Follow-Up (or Outside Class) Activities

Invite a representative from the local fire department to discuss fire prevention in a work setting. Ask the person to specifically address these questions.

1. What is fire and what causes it?
2. Why does fire keep burning?
3. What is the best action for an employee if he/she witnesses a fire in the shop?
4. Under what circumstances should an employee attempt to put out a fire?
5. What are the major fire hazards on a job?
6. What measures could businesses use to prevent the possibility of a fire?

Following the presentation, instruct the students to write a brief report addressing the six questions presented above.

FIRE PREVENTION: POINTS TO PONDER

Did you ever see a fire and wonder just what it is, what it is made of, why it keeps burning, and why it goes out? If so, this is natural curiosity and part of the learning process. Also, this knowledge is essential to the understanding of fire protection, fire control, and fire extinguishment. A good way to determine what fire is is by answering the four questions just mentioned.

Definition: A fire is defined as the rapid oxidation of matter in scientific terms. A fire is defined as the light or heat and especially the flame of something burning in lay terms.

Fire is made up of three components which must be present in the proper proportions in order for fire to exist.

1. Oxygen (air)
2. Fuel
3. Heat

The following examples explain the proper proportions.

1. Paper laying in open air on a desk at room temperature will not burn, but if you add the heat from a burning match it will (proper proportion).
2. Oil in open air at room temperature will not burn, but if you add oxygen you reduce the temperature at which it will burn, and it will burn at room temperature.

Why does fire keep burning? Fire will continue to burn so long as all three components are present in the proper proportions to sustain combustion.

How does fire go out? Fire can no longer exist when one or more of its components is not of the proper proportion to sustain combustion.

Fire hazards can be defined as the dangers that exist in coming in contact with fire or being in an environment which is created by a fire. There are two categories of fire hazards.

1. Physical hazards
2. Health hazards

Physical Hazards can be broken down into two types.

1. Damage to property
2. Injury
    a. Pain
    b. Blistering or charring of flesh
    c. Possible disfigurement
    d. Possible crippling
    e. Blindness from heat or light of fire
    f. Scorching of lungs and air passages
    g. Asphyxiation

Health Hazards are of two types.

1. Oxygen deficiency
2. Toxic fumes, vapors, mists, and gasses which are created from increased heating of chemicals, liquids, and metals.

Sources of Fire

To eliminate unwanted fires it is important to know how and where fires start and how to prevent them. A ten-year study on the sources of unwanted fires and how to prevent them was recently conducted by the Factory Mutual Engineering Corporation. They listed 16 sources that were responsible for 99% of fires. The other 1% was listed under unusual or unimportant sources. These are the 16 sources and their preventative measures.

1. Electrical -- 23%
   This is the leading cause of unwanted fires. Most start in electrical motors and wiring. These fires can be prevented by proper maintenance and use.

2. Smoking -- 18%
   Smoking is a potential cause of fire almost everywhere, but can be prevented by education and control such as no smoking areas and designated smoking areas.

3. Friction -- 10%
   Hot bearings, misaligned or broken machine parts, choking or jamming of material, and poor adjustment of machinery all cause friction heat to be produced. A fire of this type can be prevented by inspection, maintenance, and oiling or greasing.

4. Overheated Materials -- 8%
   These fires are caused by abnormal process temperatures such as those involving flammable liquids and materials in dryers, etc. Prevention can be achieved by temperature controls and well-trained operators and supervisors.

Note: The first four sources cause 59% of fires, which is well over half of all fires caused.

5. Hot Surfaces -- 7%
   Normal heat from the surfaces of boilers, furnaces, electric lamps, irons, ovens, etc. can ignite flammable solids and liquids. Prevention is possible by proper storage of flammable materials and ample clearance between flammable materials and hot surfaces.

6. Burner Flames -- 7%
   Improper use of ovens, furnace boilers, torches, heating units, etc. that have exposed flames causes fires. These fires can be prevented by ventilation, design, and by keeping combustible material away from the flames.

7. Combustion Sparks -- 5%
   Sparks and glowing embers are released from incinerators, fire boxes, and industrial trucks by the incomplete burning of fuels. This type fire can be prevented by well-designed equipment and spark arrestors.

8. Spontaneous Ignition -- 4%
   Fire occurs in oily waste and rubbish and in materials subject to heating. Prevent this type fire by good housekeeping. Remove waste daily and isolate storage subject to spontaneous heating.

9. Cutting and Welding -- 4%
   Sparks, arcs and hot metal from welding operations cause fires and can be prevented by the use of the licensing of qualified welders and the permit system.

10. Exposure -- 3%
    These fires communicate from adjacent properties. They can be prevented by space, walls, or water screens.

11. Incendiarism -- 3%
    This is also called arson which is a fire set on purpose by owners, employees, or intruders. Prevent this type fire by watch and guard service, and isolation.

12. Mechanical Sparks -- 2%
    Fires can be caused by sparks from ferrous materials being struck such as hammering operations and foreign material (metal) in machines. Prevent this type fire by keeping stock clean and removing foreign matter by magnet or other separating methods.

13. Molten Substances --2%
    Fires can be caused by spills of molten metals, glass, etc. escaping from fractured furnaces or spilled during handling. Proper operation, handling, and isolation from each other, heat, electrical shock, and jarring can prevent this type fire.

14. Chemical Action -- 1%
    Chemical processes can get out of control and react with each other or decompose creating high heat and fire. This can be prevented by proper operation, handling, and isolation from each other, heat, electrical shock, and jarring.

15. Static Sparks -- 1%
    Ignition of flammable vapors, dusts, fibers, and gasses is caused by the arcing of accumulated static electricity from machinery materials or the human body. Grounding, bonding, and the humidification of air can prevent this situation.

16. Lightning -- 1%
    Direct lightning strokes, arcing from one object to another, and high current being induced into electrical circuits are causes of fire. Prevent this type fire by lightning rods, grounding, arrestors, and surge devices.

Marketing Education. Instructional Materials Laboratory, Columbus, Ohio.

UNIT: Safety
Lesson 4
Attachment B

FIRE PREVENTION EVALUATION EXERCISE

This is a multiple choice exercise. Place the letter for the best answer in the space provided to the left of the question.

____ 1. In scientific terms a fire is defined as:
  a. Heat
  b. Oxygen and fuel
  c. The rapid oxidation of matter
  d. The slow oxidation of matter

____ 2. The three components of a common fire are:
  a. Oxygen, fuel, heat
  b. Oxygen, fuel, hydrogen
  c. Liquid, solid, gas
  d. Light, fuel, heat

____ 3. How long will a fire burn?
  a. Until the fuel is used up
  b. Until the fire department arrives
  c. Until you throw water on it
  d. So long as oxygen, fuel, and heat are present in the proper proportion

____ 4. The two categories of fire hazards are:
  a. Oxygen deficiency and toxic fumes
  b. Toxic fumes and physical
  c. Physical and health
  d. Health and crippling

____ 5. Which of the following would not be considered a health hazard?
  a. Toxic fumes
  b. Gases
  c. Vapors
  d. Property damage

____ 6. These are the four most frequent causes of fire.
  a. Electrical, hot surfaces, welding, friction
  b. Smoking, lightning, spontaneous ignition, electrical
  c. Electrical, smoking, friction, overheated materials
  d. Burner flames, welding, lightning, exposure

____ 7. Which of the following would you as a worker have the most control over?
  a. Engineering
  b. Housekeeping
  c. Operating methods
  d. Type of material

____ 8. To prevent fire from excessive friction, you as a worker would:
- a. Re-engineer
- b. Change operating methods
- c. Oil and grease properly
- d. Change the type of material being processed

____ 9. Fire caused by smoking, a potential cause of fire everywhere, can be stopped or reduced by:
- a. Well-designed equipment
- b. Control and education
- c. Spark arrestors
- d. Ventilation

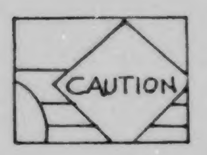
____ 10. Most fires are caused by which source?
- a. Friction
- b. Electrical
- c. Hot surfaces
- d. Smoking

Marketing Education. Instructional Materials Laboratory, Columbus, Ohio.

UNIT: Safety
Lesson 4
Attachment C

ANSWERS

1. c
2. a
3. d
4. c
5. d
6. c
7. b
8. c
9. b
10. b



UNIT: SAFETY

Lesson 5: Classifying, Controlling and Extinguishing Fires

Educational Concept

Having learned that in order for a fire to exist there must be three specific components, a worker will be able to use his/her knowledge as a basis for identifying classifications of fire in order to select proper control methods and extinguishing agents. A worker who is able to determine the classification of a fire and select the proper control method will be more successful in extinguishing the fire.

Objective(s)

Given basic information on fire control, the student will:
1. Identify the four major classifications of fire.
2. Select the proper control method and extinguishing agent(s) for each classification.

Mastery will be demonstrated when the student recognizes fire controlling methods.

Resources Needed

Student Profile Folder
Classifying, Controlling, and Extinguishing Fires (Attachment A)
Types of Fire Extinguishers (Attachment B)
Evaluation Exercise (Attachment C)
Answers (Attachment D)

Learning Activities

Exercise 1
Distribute Classifying, Controlling and Extinguishing Fires (Attachment A) and Types of Fire Extinguishers (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 2
Invite a teacher of "electricity" to demonstrate to the class the effect of overloading an electrical circuit. Instruct students to write a brief report listing the methods required for preventing electrical overloads.

Exercise 3
Direct students to collect newspaper, radio, and television data on fires for a two-week period. After collecting the data, instruct the students to develop a scrapbook for collating the data. They should include the following information with each item.
1. Possible causes of the fire
2. Possible consequences of the fire
3. Possible steps that might have been effective in preventing the fire

Exercise 4
Distribute Evaluation Exercise (Attachment C). Remind the students to carefully read and consider the possible answers before responding to the questions. Upon completion, collect the answers and review with the class (Attachment D). Grade for mastery.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B and the information gathered in Exercise 3. Evaluation should be based on the student's completed written exercise on recognizing the appropriate means of fire control.

Other Suggested Resources

Jacobs, **Developing Shop Safety Skills**

Follow-Up (or Outside Class) Activities

Direct students in the development of a checklist which can be used to prevent fires at home, work, and school. Once this checklist is complete, have students develop a second list which identifies existing hazards at home, work and school and tells how the preventative measures in the first list should be applied.

CLASSIFYING, CONTROLLING, AND EXTINGUISHING FIRES

In our lesson dealing with what a fire is we learned that in order for a fire to exist there must be three components present in the proper quantities.

1. Oxygen
2. Heat
3. Fuel

We are now ready to use this knowledge as a basis for helping us to identify the classifications of fire and to select proper control methods and extinguishing agents.

Classifications of Fires

There are four general classifications of fires (Class A, B, C, and D). **Class A fires** are those fires which occur in ordinary solids such as wood, paper, cloth, rubbish, etc. **Class B fires** are those fires which occur in the vapor-air mixture above the surface of flammable liquids such as gasoline, solvents, thinners, liquid fuels, and paint. **Class C fires** are those that occur in or near electrical equipment. **Class D fires** are those which occur in inorganic matter such as the combustible metals -- magnesium, titanium, sodium, lithium and zirconium -- and certain reactive chemicals.

Fire Control Methods

Knowledge of what fire is forms the basis for the study of fire control methods. Since we know that there must be three components present in the proper quantity for fire to exist, it should be evident that by removing or limiting any of the components we are able to control fire. There are four methods used to accomplish fire control.

1. Cooling -- In order to extinguish a fire by cooling, it is necessary to reduce the heat of the fire to some temperature below the flash point. The flash point is the lowest temperature at which a material gives off enough gasses to form an ignitable mixture with air and produce flame when a source of ignition is present.

2. Removing fuel -- Removing the fuel from an existing fire is usually a dangerous process although it is used as a method of controlling fire. Forest fire fighters use it when they remove the fuel from an area around a fire -- called a fire break. This way the fire is extinguished when the available fuel is used up. Shut-off valves in gas or liquid lines accomplish the same purpose.

3. Removing oxygen -- Once again we call upon our knowledge of the chemistry of fire for our third method of fire control -- to limit or shut off the oxygen supply. This is usually accomplished by blanketing the area above the fire with nonflammable material which will prevent the flammable gasses and oxygen from uniting in a flammable mixture.

4. Inhibiting the reaction -- Up to this point we have discussed fire and fire control from the standpoint of the basic fire triangle:
   Oxygen + Heat + Fuel = Fire
   The above formula is often referred to as the fire triangle.

Since it was recognized in the past that there were only three components of a fire, it was assumed that there were only three methods that would control the fire.

a. Removal of heat (cooling)
b. Removal of oxygen
c. Removal of fuel

Recent studies, however, have shown that the chemical reaction which takes place in a fire is more complex than the basic formula. In fact several reactions take place during the course of a fire which produce combustible gases. Experimentation has shown that it is possible to introduce certain substances into an existing fire which will more readily unite with gases than oxygen does, and that the resultant substance is nonflammable. This process serves the same purpose as removing the fuel supply, oxygen supply, or reducing the heat (cooling).

Extinguishing Agents

There are numerous agents used for the purpose of extinguishing fires and there are two primary systems. The two primary systems are fixed and portable. Since fixed systems are installed and usually work automatically or are actuated by trained personnel, we will concentrate our studies in the area of portable fire extinguishing agents. In the course of your work you are likely to discover a fire and you will have to use your knowledge of the chemistry of fire to extinguish it. This will require the selection of the proper fire extinguishing agent for the type of fire.

1. Pump Type -- This is a tank of water which has a pump handle at the top. It is used to extinguish Class A fires only.

2. Soda Acid -- When this tank is turned upside down a solution of baking soda and water mixes with acid and creates a foam-like substance which cools and smothers fires. It should only be used on Class A fires.

3. Dry Chemical -- Used on Class A, B, and C fires. This method is highly effective and non-conducting (inhibits reaction).

4. Carbon Dioxide (CO_2) -- Primarily for use on Class B and C fires, but may be used on small Class A fires. Replaces oxygen in the area of the fire and cools below ignition point.

5. Foam -- Used on Class B fires and expels a thick foam. This method operates on inversion like the soda acid type and spreads over the surface of burning liquids, inhibiting the oxygen.

Steps To Take When A Fire Is Discovered

Although those who understand fire hazards and conscientiously attempt to eliminate or compensate for them can minimize the possibility of fire, they cannot eliminate it. They cannot prevent fires caused by lightning, arson, and the carelessness of others, and, once in a while, a useful fire getting out of control despite all precautions. A fire safety program, therefore, must cover not only preventative measures but must include steps to take when you discover a fire.

1. **Sound the alarm.** Each year, many fires discovered in their early stages become uncontrollable because of the failure of the individual who discovered the fire to turn in a prompt alarm. This happens usually because he/she attempted to extinguish it by him/herself and it got out of control.

2. **Check the extent of the fire to see if you are capable of extinguishing it.** This can be vitally important for fire fighting efforts during the first five minutes of a fire are worth more than the work of the next five hours.

3. **Select the proper extinguisher.** Decide from your knowledge of fire the class of fire you will be fighting and then choose the proper extinguishing agent. Remember, using the wrong type of extinguishing agent on a fire could spread it or injure you.

4. **Attempt to extinguish the fire.** Before starting to work on a fire, plan your escape route in case the fire should spread -- always have an out. Each type of fire extinguisher has a specific method of putting it into operation and a specific method of use. The following paragraphs contain the operating instructions and methods of use for the types of extinguishers covered in this lesson plan.

Pump-Type Extinguisher

1. Operation -- Place foot on foot bracket and operate pump with 6 to 8 inch strokes.

2. Use -- Direct the stream of water at the base of the fire and then follow the flames up while moving stream from side to side or around fire.

Soda-Acid Extinguisher

1. Operation -- Invert extinguisher and hold by bottom handle.

2. Use -- Direct stream at base of fire. Follow up after flames while moving from side to side or around fire if possible.

Dry Chemical Extinguisher

1. Operation -- Remove nozzle from holster and press puncturing lever (if locking pin is present, ring must be pulled out.)

2. Use -- Direct spray into the flame itself with a fanning motion. Allow spray to fall into the fire.

Carbon Dioxide Extinguisher

1. Operation -- Hold extinguisher in upright position and pull locking ring pin. Squeeze the discharge lever.

2. Use -- Direct the spray at base of flame. Use fanning motion. Start at near edge and work to rear.

Foam-Type Extinguisher

1. Operation -- Invert the cylinder and hold by bottom handle.

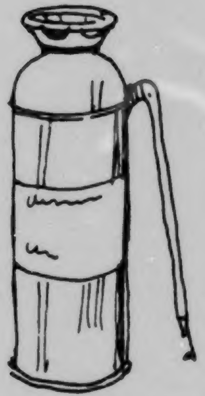
2. Use -- For liquid (Class B) fires, direct the stream in an arc and let it fall against the back of the container or into the fire. For Class A fires, aim at base of fire and work from side to side.

Marketing Education, Instructional Materials Laboratory, Columbus, Ohio.

TYPES OF FIRE EXTINGUISHERS

TYPES OF EXTINGUISHERS CAN BE RECOGNIZED BY THEIR SHAPES.

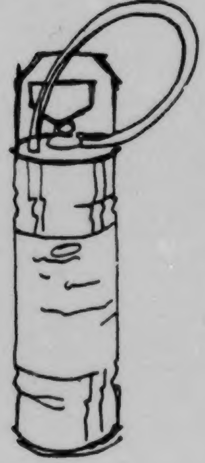
FOR CLASS A FIRES (WOOD, HAY, PAPER AND TEXTILES)



1. SODA ACID–

TO OPERATE:

AIM NOZZLE AT FIRE
TURN EXTINGUISHER UPSIDE DOWN



2. WATER PUMP

TO OPERATE:

AIM NOZZLE AT FIRE
OPERATE HAND PUMP

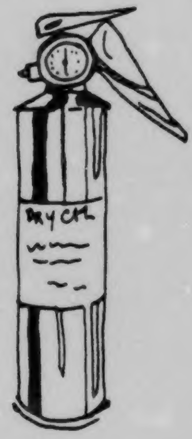
FOR CLASS B AND C FIRES

(OIL, GREASE, GASOLINE, PAINT, ELECTRICAL FIRES)

3. PRESSURIZED DRY CHEMICAL

TO OPERATE:

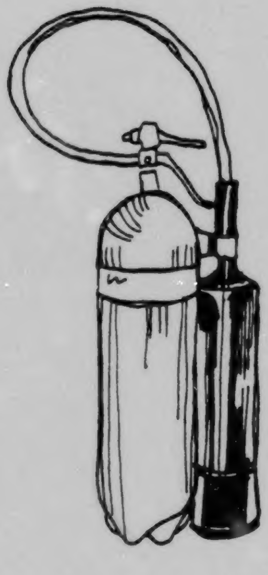
PULL SAFETY PIN
AIM EXTINGUISHER AT FIRE
SQUEEZE HANDLE



4. CARBON DIOXIDE (CO_2)

TO OPERATE:

PULL SAFETY PIN
AIM NOZZLE AT FIRE
SQUEEZE HANDLE



South Carolina Department of Education, **Safety Handbook — A Guide For Trade and Industrial Education Programs,** Columbia, S.C., 1968.

EVALUATION EXERCISE

This is a multiple choice exercise. Choose the best answer and place the letter for that answer in the space provided.

________ 1. How many general classifications of fire are there?
a. One
b. Two
c. Three
d. Four

________ 2. The classification of an electrical fire is:
a. Class A
b. Class B
c. Class C
d. Class D

________ 3. The classification of fire in paper, wood or cloth is:
a. Class A
b. Class B
c. Class C
d. Class D

________ 4. Flammable liquid fires are:
a. Class A
b. Class B
c. Class C
d. Class D

________ 5. Which of the following fire control methods is the most dangerous?
a. Cooling
b. Removing fuel
c. Removing or replacing oxygen
d. Inhibiting the reaction

________ 6. A stream of water would not be used to extinguish a fire in:
a. Rags
b. Wood
c. Trash
d. Oil

________ 7. Carbon dioxide is not very effective against:
a. Electrical fires
b. Small trash fires
c. Large trash fires
d. Flammable liquid fires

________ 8. Interrupting the chemical reaction of a fire is accomplished by:
a. Cooling
b. Removing the fuel
c. Removing the oxygen
d. Introducing another ingredient

________ 9. The newest method of controlling fire is called:
a. Cooling
b. Removing fuel
c. Removing oxygen
d. Inhibiting the reaction

________ 10. The type of extinguishing agent which is highly effective against Class A, B, and C fires is:
a. Water
b. Carbon dioxide
c. Soda acid
d. Dry chemical

________ 11. The time when a fire can best be controlled is:
a. During the first five minutes
b. During the first five hours
c. While the fire department is present
d. Before the alarm is given

________ 12. Each year, many fires discovered in their early stages become uncontrollable because of:
a. Failure to remove flammables
b. Failure to give the alarm
c. Failure to attempt to extinguish the fire
d. Failure to notify supervisors

________ 13. The last of the four major steps to take when you discover a fire is to:
a. Check the extent of the fire
b. Sound the alarm
c. Attempt to extinguish the fire
d. Select the proper extinguishing agent

________ 14. The two types of extinguishers discussed which must be inverted to operate are:
a. Soda acid and foam
b. Foam and dry chemical
c. Dry chemical and carbon dioxide
d. Pump-type (water) and soda acid

________ 15. The type of extinguishing agent which must be sprayed into the flame itself and allowed to fall into the fire is:
a. Soda acid
b. Foam
c. Dry chemical
d. Carbon dioxide

Marketing Education, Instructional Materials Laboratory, Columbus, Ohio.

ANSWERS

1. d
2. c
3. a
4. b
5. b
6. d
7. c
8. d
9. d
10. d
11. a
12. b
13. c
14. a
15. c

UNIT: SAFETY

Lesson 6: Manual Handling of Materials

Educational Concept

It is important that a worker possess the knowledge and skills required to operate and to make adjustments to tools and machines on a job. It is equally important that a worker understand the importance of basic safety procedures and practices. Many injuries could be prevented by a worker applying basic safety practices to the work setting.

Objective(s)

Given basic information on handling materials, the student will recognize how to manually handle materials in a safe manner on a job.

Mastery will be determined when students demonstrate their knowledge of material handling.

Resources Needed

Student Profile Folder
Manual Handling of Materials (Attachment A)
Safe Lifting (Attachment B)
Evaluation Exercise (Attachment C)
Answers (Attachment D)
"Handling" (Filmstrip, Department of Industrial Education, Clemson University)

Learning Activities

Exercise 1
Distribute Manual Handling of Materials (Attachment A) and Safe Lifting (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 2
Show filmstrip "Handling." Lead the class in discussion on the main points of the filmstrip.

Exercise 3
Invite a chiropractor to the class to address the following topic, "Physical Injuries Due to Improper Handling of Materials." Within the context of the topic, ask the speaker to answer these questions.

1. What are the most common types of injury?
2. How could these injuries have been prevented?

Following the presentation, instruct the class to write a brief report.

Exercise 4
Distribute Evaluation Exercise (Attachment C). Remind students to carefully read and consider the possible answers before responding to the questions. Upon completion, review Answers (Attachment D) with the class. Grade for mastery.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment C and the written report for Exercise 2. Student evaluation should be based on the student's completion of written exercise on the correct methods of material handling and its importance to job success.

Other Suggested Resources

U.S. Department of Labor, **Safety and Hygiene**

UNIT: Safety
Lesson 6
Attachment A

MANUAL HANDLING OF MATERIALS

The three most common causes of accidents to young people in industry are:

1. Muscular strain and physical overexertion
2. Pinching or smashing of toes and fingers
3. Horseplay

Muscular strain and physical overexertion are caused by improper lifting and handling procedures.

Improper lifting procedures can cause many serious and painful injuries.

1. Slipped spinal disc — painful and crippling
2. Pulled and strained muscles and leaders
3. Hernia
4. Ruptures
5. Others

The pinching or smashing of toes and fingers is not only painful and sometimes crippling, but usually results in the temporary inability to produce. Employers do not continue to employ habitually careless people or those who can not produce to make a profit.

Playing games, pushing and shoving others, and playing practical jokes on other workers constitute horseplay which is the one greatest cause of accidents among young people in business and industry. It usually results in injury to personnel and damage to equipment.

Most accidents can be prevented by using proper handling methods such as the following.

1. Proper lifting method
    a. Always test the weight of the item to be lifted. If it is too heavy, get help or use a lifting device.
    b. Be sure you have good footing.
    c. Squat with knees straight in front and slightly apart, back straight, and arms extended. **Lift with legs.**

2. Proper method for moving material at arm level
    a. Test weight of material.
    b. Lift side of material toward you.
    c. Slide to edge of support.
    d. Hug load to you keeping your back straight. **Let your legs support the weight.**

3. Proper method for moving material at higher than head level
    a. Always use assistance of another person regardless of weight involved.
    b. Use special handling equipment for heavy material.
    c. Use ladders with care.
        (1) Never carry material up and down ladders.
        (2) Hand boxes to person on floor.

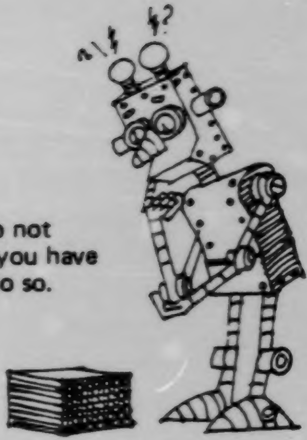
4. Proper method for using single hand tools
    a. Opening paper cartons
        (1) Use proper tool for cutting. **Never use double-edge razor.**
        (2) Cut with slow, firm strokes keeping other hand clear.
    b. Opening wooden boxes and crates
        (1) Use proper tools for prying. Pry bars, crow bars, etc. are designed for this purpose. Do not use screwdrivers or tools designed for other purposes.
        (2) Cut wire with wire cutters.
        (3) Remove nails with claw hammer or mechanical nail puller.
        (4) Use extreme care in handling boxes and boxing material as injury may be caused by splinters, loose wires, nails, or other projecting objects.

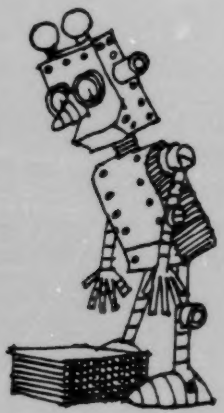
UNIT: Safety
Lesson 6
Attachment B

SAFE LIFTING

1

First, size up the load - do not attempt to lift it alone if you have doubt in your ability to do so.



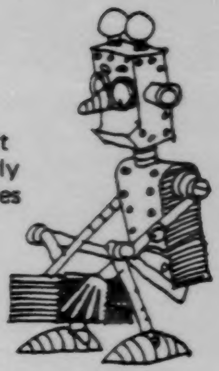


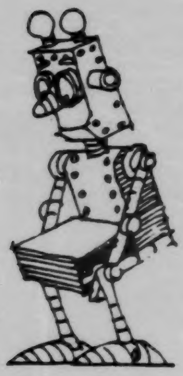
2

Make sure that your footing is secure. One foot may be forward of the other to attain good balance.

3

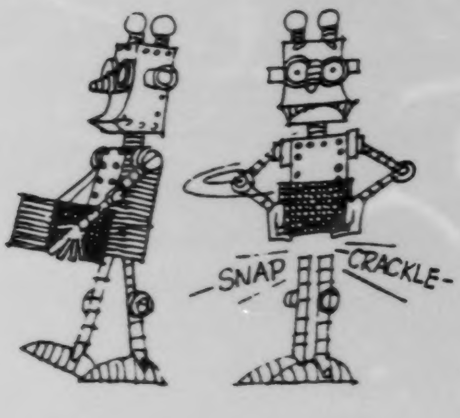
Bend the knees and squat (don't stoop) keeping the back as nearly vertical as possible. Spread knees or lower one knee to get closer to the object





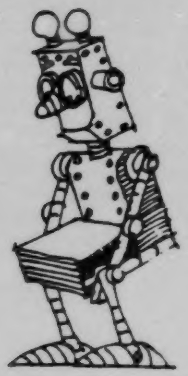
4

Now start pushing up with your legs. Keep the load close to your body as you come up.



5

Lift the object to the carrying position. Do not twist the body. Turn your body by changing the position of the feet.



6

In lowering the load to the floor, bend the knees. Keep the back straight with the load close to the body, lowering the load with the arm and leg muscles.

South Carolina Department of Education. **Safety Handbook — A Guide For Trade and Industrial Education Programs,** Columbia, S.C., 1968.

EVALUATION EXERCISE

This is a multiple choice evaluation. Place the letter for the best answer in the blank provided at the left of the question.

_______ 1. Of the following, which is not one of the three most common causes of accidents to young people in industry?
a. Muscular strain and physical exertion
b. Pinching or smashing of toes and fingers
c. Operation of material-handling equipment
d. Horseplay

_______ 2. Lifting should be done with the:
a. Legs
b. Arms
c. Back
d. Neck

_______ 3. If the load is too heavy to lift you should:
a. Rock backwards
b. Jerk upwards quickly
c. Lift one side before the other
d. Get help or use a lifting device

_______ 4. In handling material you should never:
a. Use the assistance of another person
b. Use lifting devices
c. Carry materials up or down a ladder
d. Test weight

_______ 5. When lifting from above ground level the weight should be directed:
a. Toward you
b. Away from you
c. Up
d. Down

_______ 6. The proper tool for removing the nailed down lid of a wooden box is:
a. Pliers
b. A screwdriver
c. A hammer
d. A pry bar

_______ 7. The following tool is never to be used for opening cardboard containers.
a. Razor knife
b. Hawkbill knife
c. Box cutter
d. Double-edge razor blade

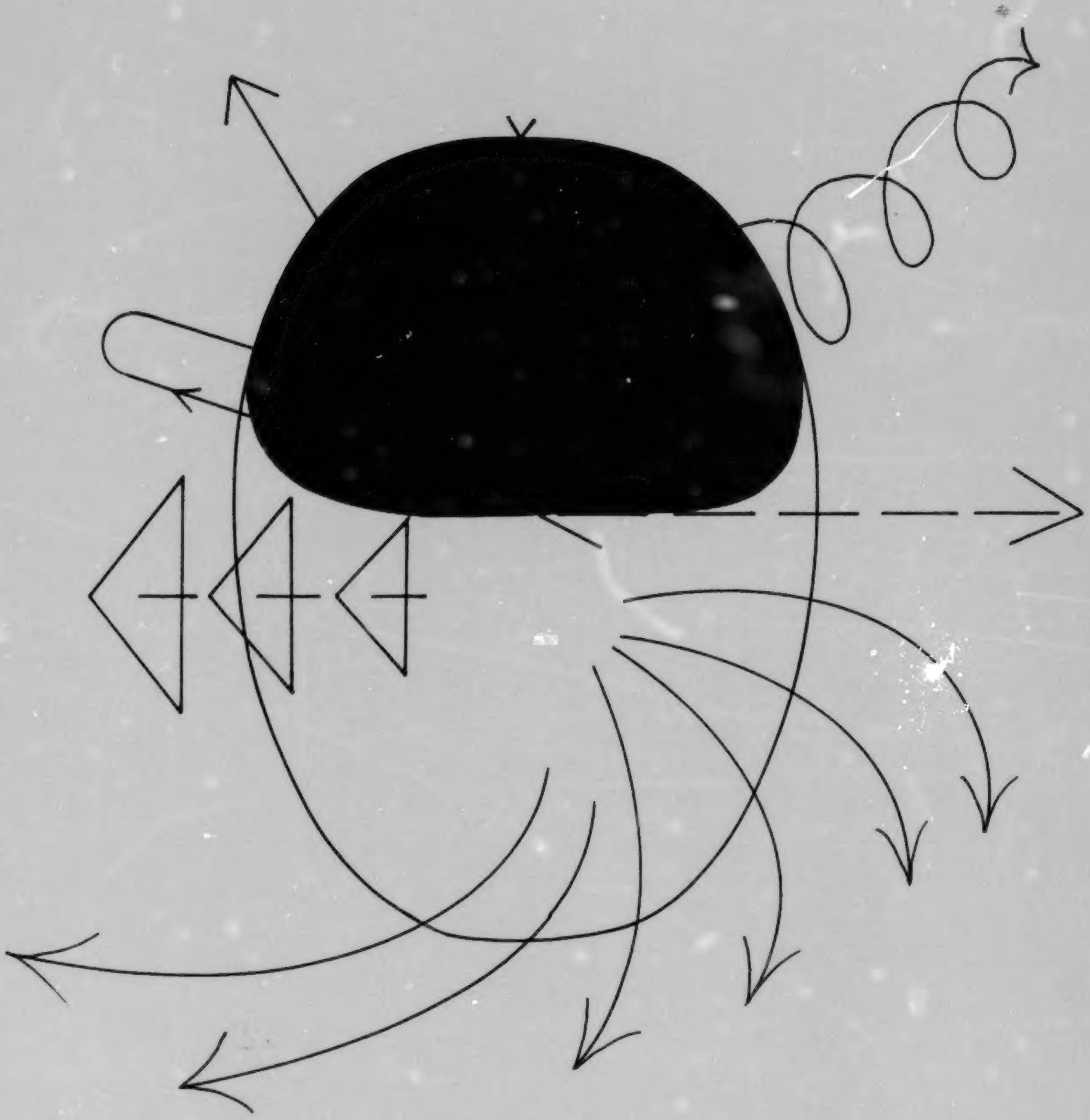
________ 8. When handling material at over the head height you should always:
   a. Lift with your back
   b. Use a ladder
   c. Use assistance of another person
   d. Test the weight to see if you can handle it by yourself

________ 9. The one action which covers the most injuries to young people in industry is:
   a. Improper lifting procedures
   b. Improper use of hand tools
   c. Improper handling methods
   d. Horseplay

________ 10. Before squatting to lift you should first:
   a. Use special handling equipment
   b. Let your legs support the weight
   c. Be sure you have good footing
   d. Use proper hand tools

ANSWERS

1. c
2. a
3. d
4. c
5. b
6. d
7. d
8. c
9. d
10. c



communication

COMMUNICATION

Unit Goal

Students will become aware of the importance of effective communication to job success by practicing methods of communicating effectively.

Topic Outline

Lesson One: Effective Oral Communication

Lesson Two: Becoming a Better Listener

Lesson Three: Communication Using The Telephone

Lesson Four: Written Communication

UNIT: COMMUNICATION

Lesson 1: Effective Oral Communication

Educational Concept

Communication is the process of conveying a message, a thought or an idea in such a way that the message is received and understood. As an employee, it is essential that you develop and use good communication skills. Poor communication is costly to you and your employer. To be effective as a communicator, you need to develop the basic communication skills of listening, speaking, and writing.

Objective(s)

Given situations that require listening skills, the student will:
1. Define the importance of effective communication.
2. Identify ways in which he/she can improve speaking and listening skills.
3. Determine how good a listener he/she is and how to become an even better one.
4. State ways he/she can become better communicators of information.
5. Recognize the importance of feedback in communication.

Mastery will be determined by the ability of the student to recognize the importance of communicating orally, listening, and developing these skills.

Resources Needed

Student Profile Folder
Communication Situation Games (Attachment A)
"English on The Job: Listening and Speaking Skills" (Film, Coronet Instructional Media)

Learning Activities

Exercise 1
Distribute Communication Situation Games (Attachment A). Divide the students into groups. Give the students directions for the game. Upon completion, discuss these questions.
1. Why is listening important to understanding communications?
2. What role does listening play in communication?
3. How do listening and asking questions help in communication?

Exercise 2
Show the film "English on The Job: Listening and Speaking Skills." After reviewing the film, discuss the major parts of the film by asking these questions.
1. What are the important parts of oral communication?
2. What type of workers are used to demonstrate these skills?
3. What is the main part of the film?

Exercise 3
Ask students to think of a situation that they observed or were involved in in which communication was thought to have taken place but had been misunderstood. Direct the students to record their observation and preception of why they feel the communication experience had broken down.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the written results of Exercise 2. Evaluation should be based on student participation.

Other Suggested Resources

Littrell, J.J., **From School to Work: A Cooperative Education Book**

UNIT: Communication
Lesson 1
Attachment A

COMMUNICATION GAMES

DIRECTIONS: These games should take a maximum of three to four minutes each. Don't let time slip away. This will be a noisy activity but one in which the elements of communication can be easily observed.

Game 1: The Cocktail Party

Have all the students stand up. Divide the entire group into smaller groups of two students. At the signal from the instructor, each person is to tell his/her partner what he/she did last weekend. Everyone is to start at once. After about a minute and a half, have the entire group stop. Ask these questions.
1. Did anyone hear the other person's story?
2. What important communication skill was missing?
3. Had they ever really talked or thought about what they would say next?

Game 2: Word for Word #1

Divide the entire group into smaller groups of two students. Have one person be A and one B. The A person will begin by talking and telling B what he/she did after school yesterday. Include everything the student did from the time he/she left school until dinnertime. Have B repeat back to A word for word what A just told him/her.

Game 3: Word for Word #2

Reverse the roles and this time have B start. Ask B to tell A what he/she did after school. Ask A to recount to B what A did after school. Ask if either process was more difficult than the other and why.

Game 4: Directions Please

This game requires three volunteers. Ask for students who think that they communicate well.

Seat the class. Send two of the volunteers out of the room. Have the third person act as the receiver of the directions. Remind the receiver to listen carefully and also ask the class to listen carefully. Give the following directions.
1. Go west down Greene Street until you come to a stop sign. Turn right.
2. Go four blocks until you come to a yellow house and turn right again.
3. Travel north until you see a traffic light and turn left.
4. Go two blocks until you see a blue mustang next to the house numbered 313.

Give these directions only once. No questions will be allowed.

Bring the first volunteer into the class. Ask the receiver to repeat the directions to volunteer 1 and ask volunteer 1 to listen carefully. After the receiver tells the directions, have the receiver sit down. Ask volunteer 2 to join the class. Have volunteer 1 repeat the directions to volunteer 2.

Ask volunteer 2 to repeat the directions to the class so that they may go to Mary's house.

There will be many mistakes. Read the original directions again to the group. Ask why they had trouble with the directions. Ask if the listener really listened. Ask for reasons why mishearing directions on the job would be harmful. Ask why listening carefully to directions is important for an employee.

Game 5: Gossip (Optional)

This exercise is much like Game 4. Ask everyone to sit down on one side of the room. Whisper a short sentence to the first student. Have each student whisper the sentence one time to the student next to him/her. Each student continues to repeat the message to their neighbor. Continue to pass the message around the room until the last person receives the message. Ask the last student to repeat what he/she was told.

The larger the group the more the message will vary. Use a simple sentence such as "I saw Mr. Reschar riding to school with Miss Fischer yesterday in her car." You might substitute familiar names of persons the students would know. Have the class observe how the message changes.

Gossip is the title of the "game" because this is how gossip grows. Stories change as people say what they think they heard. Sometimes they feel that they must change the story to make it sound "better." Changing even a few words can make the difference in the original meaning.

1. Ask how accuracy affects communication.
2. Ask how important accuracy is in communication.

UNIT: COMMUNICATION

Lesson 2: Becoming a Better Listener

Educational Concept

Communication is an active process that requires listening and responding. Face to face communication is often the most efficient method because it provides the opportunity not only to hear what is said, but to watch the speaker. Asking questions and having the speaker repeat information enhances communications. Repeating instructions helps identify your understanding of instructions. Ideally, communication is a two-way street. If one is blocked, communication becomes more difficult. In the world of work there are many situations that require communication. The more effective you are with communication, the better you will function on the job and the better employee you will be.

Objective(s)

Given situations that will identify two-way communication and blocked communication, the student will:

1. Describe the relationship between listening and questioning in the communication process.
2. Use sample questions and phrases to enhance communication.
3. Tell why communication is more difficult when only voices or written words are involved.
4. Recognize the relationship of listening to job skills.

Mastery will be determined by the student's ability to recognize the importance of listening and to develop those skills.

Resources Needed

Student Profile Folder
Communication Simulations (Attachment A)
Say That One More Time (Attachment B)
Listening Evaluation (Attachment C)
Answers (Attachment D)
Blocks of wood (2x4's 12 inches long)
Tables
Chairs
Tall dividers
Video player
Monitor
Program Kit "Say That One More Time" from **Making It Work,** Educational Resources Foundation

Learning Activities

Exercise 1
Conduct a class discussion on ways students can tell if a person is listening by looking at the person. Write student responses on the board.

Exercise 2
Set the room up with tables and chairs for pairs of students. Using Communication Simulations (Attachment A), place the blocks of wood and tall dividers on each table as specified. Divide the class into groups of two. Read the instructions to the class step by step, instructing the class to follow your directions as you read to them. Allow time for the students to complete a step before they go to the next. Upon completion of the exercise, discuss student experiences as a group using the following questions as a guide.

1. What are some important points to remember when communicating directions to another person?
2. What helps the receiver of directions understand what is expected of them?
3. What is two-way communication?
4. List some characteristics of two-way communications.

Exercise 3
Set up the video player and monitor. Using Say That One More Time (Attachment B) as a guide, direct the students to watch the video. Upon completion of the program, use Attachment B as a key to group discussion.

Exercise 4
Distribute the questions on Listening Evaluation (Attachment C). Instruct the students to answer each quesiton thoroughly on a separate sheet of paper. Upon completion, collect the student responses. Grade for mastery. Review Answers (Attachment D) with the class and discuss as a group.

Exercise 5
File completed work in Student Profile Folder. Student Profile Folders should include Attachment C.

Evaluation

Evaluation would be predicated on student participation and listening skills. Student should complete written exercises on listening.

Other Suggested Resources

Blicq, **On The Move: Communication for Employees**
Krupac, **Communication Games**

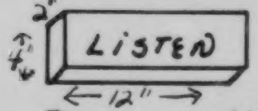
Follow-Up (or Outside Class) Activities

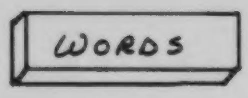
Instruct students to keep a communication log for a period of one week. The log should record a summary of all communications during the week, specifically noting those moments when communication broke down. Direct students to record their observation of communications followed by a brief summary of their analysis of the experience.

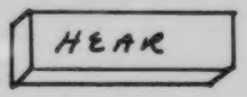
UNIT: Communication
Lesson 2
Attachment A

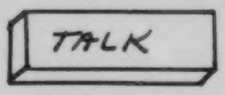
COMMUNICATION SIMULATIONS

You will need two sets of four 2 x 4's, 12 inches long, with different words on each board on each side.









The two sets of boards are identical and each board has the same word on each side.

The table should have two chairs for the students with a divider board between the students. Each student should not be able to see the other student or his/her back.

Each student has a set of four blocks.

Instruct student 1 to arrange his/her four blocks any way that he/she wants (leaning, stacked, zig zag, whatever configuration the student would like).

After student 1 arranges his/her blocks, have the student give instructions to student 2 as to how to build the same configuration with his/her blocks on the other side of the wall. Student 1 must give directions for each block. Student 1 is to do all the talking. Student 2 is to do all the listening and construction. Student 2 may not ask questions or ask for instructions to be repeated.

After the instructions are complete, remove the barrier and have the students compare arrangements.

Replace the barrier. This time have student 2 design a configuration for the blocks. Student 2 must describe and instruct student 1 on how to build the arrangement.

Student 1 can ask for the instruction to be repeated but may not ask questions.

After completion of the instructions, ask if it was easier to follow directions when they are repeated.

Replace the barrier once again. This time ask student 1 to design another arrangement and give instructions. This time student 2 can ask questions, ask for a repeat of the instructions, or ask anything else. The only thing he/she cannot do is look at the arrangement of student 1.

Remove the barrier. Ask if the arrangement was easier to construct with two-way communication. Discuss how two-way communication is important on the job.

UNIT: Communication
Lesson 2
Attachment B

SAY THAT ONE MORE TIME

Objectives

Participants will be able to:

- Describe the relationship between listening and questioning in the communication process.
- Describe what happens when two-way communication is blocked.
- Use sample questions and phrases to enhance communication.
- Tell why communication is more difficult when only voices or written words are involved.

Key Points

- Communication is an active process that requires listening and responding.
- Face to face communication is often the most efficient because it provides the opportunity not only to hear what is said, but to watch the speaker.
- To enhance communication in a conversation, you can ask the speaker to repeat information, ask related questions to obtain more information, or restate what you have heard to confirm your understanding.
- In written communications we do not have the opportunity for immediate two-way communication. We must read first and ask questions later.
- Ideally, communication is a two-way exchange of information. If one or both ways is blocked, communication becomes more difficult.
- In the working world, there are many situations that require communication with others.

Before the Program

Tell students that as they watch this program they should try to answer the following questions.

- How do listening and asking questions work together in communication?
- What can happen when two-way communication is blocked?
- What are some easy phrases and questions that can improve communication?
- Why is communication harder when you have only words — spoken or written —to work with?

Program Summary

It's Jane's first day on the job, and Connie shows her how to use the copy machine and leaves her with instructions for copying several items. Communication is poor, however, and Jane finds that she cannot get her job done. In a second version of the same situation, Jane asks and answers questions, pays careful attention, repeats what she is told, takes notes, works the machine once before Connie leaves, and successfully completes her assignment.

Paula speaks with her employer, Ms. Pearson, on the phone. Ms. Pearson has some detailed instructions for her, but Paula fails to ask questions, repeat her instructions, or take notes. When Ms. Pearson hangs up, Paula is lost. In a second version Paula improves her communications skills and gets the job done.

After the Program

In the first situation Jane listened to Connie tell how to use the copy machine, but once Connie left the room, Jane had trouble. What went wrong for Jane? What happened to good communication? What could Jane have done to communicate better? What could Connie have done to communicate better? Which of these things did they do the second time? How did these help communication?

In the second situation Paula did not get Ms. Pearson's instructions clearly in her mind and was having trouble doing what she had been told. In the second version of this situation did Paula do better? How did asking questions, restating what she heard, and taking notes help?

In the working world there are three basic kinds of communication: face-to-face, telephone, and written. Discuss the advantages and disadvantages of each.

Educational Resources Foundation. **Making It Work.** Irmo, S.C. 1983.

UNIT: Communication
Lesson 2
Attachment C

LISTENING EVALUATION

1. List at least five reasons why a person might fail to listen.
2. What is the difference in hearing and listening?
3. Give an example of how listening is important on the job.
4. How could the failure to listen be costly to you and to your employer?

ANSWERS

1. a. Thinking of what they will say next
   b. Interrupting the speaker
   c. Thinking he/she knows what the person is going to say next
   d. Not agreeing with the person speaking
   e. Being unable to hear clearly
   f. Being unable to understand the meaning of the words
   g. Distracting the person speaking, i.e., jingling change in pocket, etc.
   h. Letting your mind wonder

2. The difference in hearing and listening is that hearing is what your ears do while listening is receiving a verbal message with your ears but having your mind understand what you have heard.

3. Listening to instructions from your employer is important to performing the job, etc.

4. Failure to listen on the job could be dangerous for you in that you might operate equipment incorrectly or you could cause serious mistakes that would lead to the termination of your employment. When you fail to listen and then make production mistakes, it costs employers money in stock, waste, time to remake parts, time to repeat the instructions, insurance payments due to injury, etc.

UNIT: COMMUNICATION

Lesson 3: Communications Using the Telephone

Educational Concept

Regardless of the occupation that you choose, you will be required to use the telephone to some extent. People calling receive their first impression of the company that you represent as well as their first impression of you as soon as you answer the telphone. Your tone of voice, your enthusiasm, your answers to their questions, as well as your grammar and diction add to the caller's picture of you. Using the phone is the fastest way for people to communicate in the business world and **everyone** needs to learn good telephone skills.

Objective(s)

Given a checklist, telephone conversation, and a telephone message form, the student will:

1. Identify those items on the checklist which apply to a conversation.
2. Complete a telephone message form.

Mastery will be determined when students demonstrate an ability to correctly answer a phone and accurately record telephone messages.

Resources Needed

Student Profile Folder
Answering The Telephone (Attachment A)
Taking Telephone Messages (Attachment B)
Phone Messages and Manners (Attachment C)
Activity: Taking Phone Messages (Attachment D)
Conversation I (Attachment E)
Performance Test (Attachment F)
Conversation II (Attachment G)
Using the Telephone (Attachment H)
Using Proper Telephone Manners and Techniques (Attachment I)
Answers (Attachment J)

Learning Activities

Exercise 1
Distribute Answering the Telephone (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Taking Telephone Messages (Attachment B). Read the directions to the group. Instruct the students to read the conversation and complete the telephone message form. Upon completion, discuss student responses as a group. Direct students to make the appropriate corrections based on student consensus.

Exercise 3
Distribute Phone Messages and Manners (Attachment C). Give students time to study the material. Discuss as a group.

Exercise 4
Divide the class into groups of two's. Distribute Activity: Taking Phone Messages (Attachment D). Read the directions to the class. Instruct the students to complete the exercise by reading the scripts and taking phone messages. Upon completion, discuss student experiences in the exercise as a group.

Exercise 5
Distribute Performance Test (Attachment F). Read the directions to the class. Instruct the students to listen as you read Conversation I (Attachment E). Direct the students to complete the phone message form. Upon completion, students are to bring their written phone messages to you. Grade for mastery using the Performance Test (Attachment F).

Exercise 6
Divide the class into groups of two students. Distribute Conversation II (Attachment G) and Using the Telephone (Attachment H). Instruct the students to read the conversation to each other and fill out the checklist for their partner.

Exercise 7
Distribute Using Proper Telephone Manners and Techniques (Attachment I). Instruct the students to complete the exercise and collect student responses. Discuss the Answers (Attachment J) with the group. Grade for mastery.

Exercise 8
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments B, D, F, H and I. Evaluations should be based on student participation and complete written exercises on answering a telephone correctly and accurately and completing a telephone message.

Other Suggested Resources

Melrose, **Bucomco — A Business Communication Simulation**

UNIT: Communication
Lesson 3
Attachment A

ANSWERING THE TELPHONE

Listed below are several tips for you to remember when answering the telphone in a business, shop, or office.

1. Use proper telephone manners.
    a. Use your voice to express friendly feelings and a helpful attitude.
    b. Be courteous and professional.
    c. Give the caller your full attention. Even though you might be busy with other duties, do not make the caller feel that he/she is bothering or interrupting you.

2. Use proper telephone techniques.
    a. Answer all calls as quickly as possible.
    b. Speak clearly and into the mouthpiece.
    c. When you answer, give a greeting such as "Good Morning" or "Good Afternoon," the name of your company, and your name or position.
    d. When it is necessary to ask the caller's name, do so tactfully.
    e. If it is necessary for you to leave the telephone or answer another call, do so courteously. You may say, "Can you hold for a moment, please?" or "If you hold for a minute, I will be right back." Never leave a caller "on hold" for a long period of time.
    f. Give and receive information accurately. It is perfectly all right to ask the caller to repeat any information you might have missed.
    g. Do not volunteer information which might not be true. For example: If your employer leaves work early and does not say where he/she is going, do not tell the caller, "I think my boss went to play golf."
    h. Close the call pleasantly.
    i. Let the caller hang up first.

Kentucky Department of Education. **Employability Skills,** "Using the Telephone" (Module 17), 1979.

UNIT: Communication
Lesson 3
Attachment B

TAKING TELEPHONE MESSAGES

Read the conversation; then fill in the message form below with the information given in the conversation.

WORKER: Good morning, Acme Storage Company, Terry Brown speaking.

CALLER: Hello, this is Chris Barnes of Arrow Insurance Corporation. May I speak to Mr. Hedley?

WORKER: I'm sorry, but Mr. Hedley will not be in the office today. May I take a message?

CALLER: Yes, please tell Mr. Hedley that his insurance forms are almost ready, and ask him to call me first thing in the morning.

WORKER: May I have your number, please?

CALLER: Yes, it's 234-5678, extension 90.

WORKER: That's 234-5678, extension 90.

CALLER: Right. Thank you. Good-bye.

WORKER: Good-bye.

NOTE: You may use the present date and time.

Date ______________________ Hour __________

To ________________________________

WHILE YOU WERE OUT

M ________________________________

Of ________________________________

Phone ________________________________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ________________________________
____
____
____
____
____
____
____

Signed ____________________

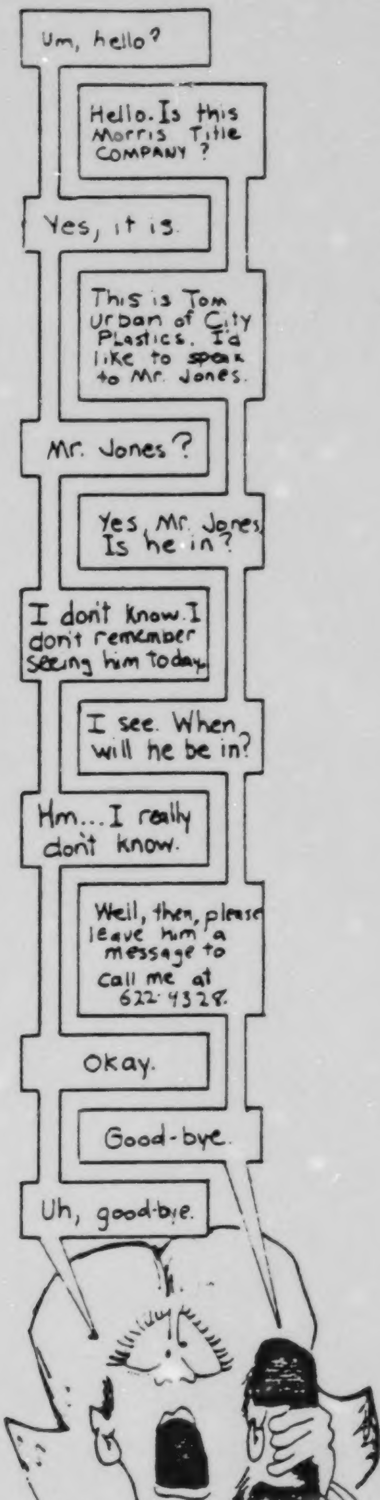
AICO FORM NO. 55-056 PRINTED IN USA

Kentucky Department of Education. **Employability Skills,** "Using the Telephone" (Module 17), 1979.

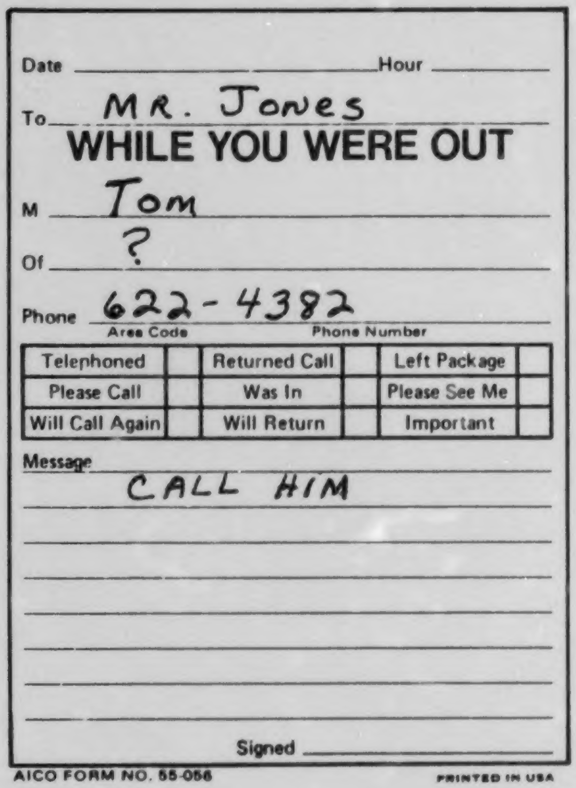
BEST COPY AVAILABLE

PHONE MESSAGES AND MANNERS

This is Nora's first day on the job as secretary at the Morris Title Company. Nora is unsure of herself, and gets more nervous each time the telephone rings. It rings again, and Nora answers.


Um, hello?
Hello. Is this Morris Title COMPANY?
Yes, it is.
This is Tom Urban of City Plastics. I'd like to speak to Mr. Jones.
Mr. Jones?
Yes, Mr. Jones. Is he in?
I don't know. I don't remember seeing him today.
I see. When will he be in?
Hm... I really don't know.
Well, then, please leave him a message to call me at 622-4328.
Okay.
Good-bye.
Uh, good-bye.

Nora wrote down the message, but not correctly. Here's how it looked.



Date ______ Hour ______

To MR. Jones

WHILE YOU WERE OUT

M Tom

Of ?

Phone 622-4382
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message
CALL HIM

Signed ______

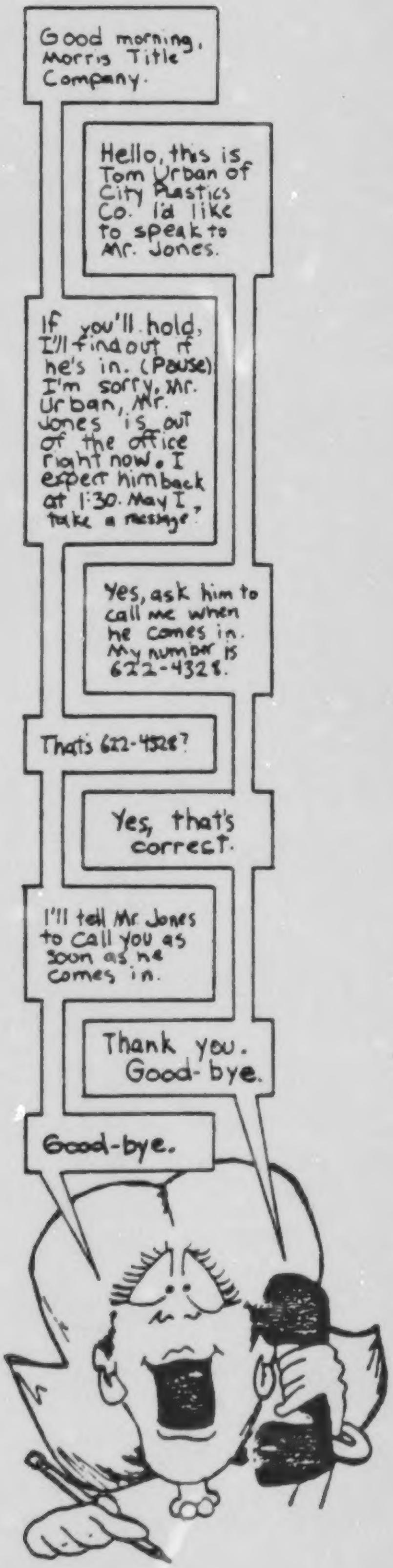
AICO FORM NO. 55-056 PRINTED IN USA

Not only did Nora confuse the message, but she was of little help to Mr. Urban. He had to ask if he had called the right number because Nora didn't answer with the name of the company. She didn't know if Mr. Jones was in the office and didn't make any effort to find out. Besides wasting a lot of Mr. Urban's time, she gave him a bad impression of the company.

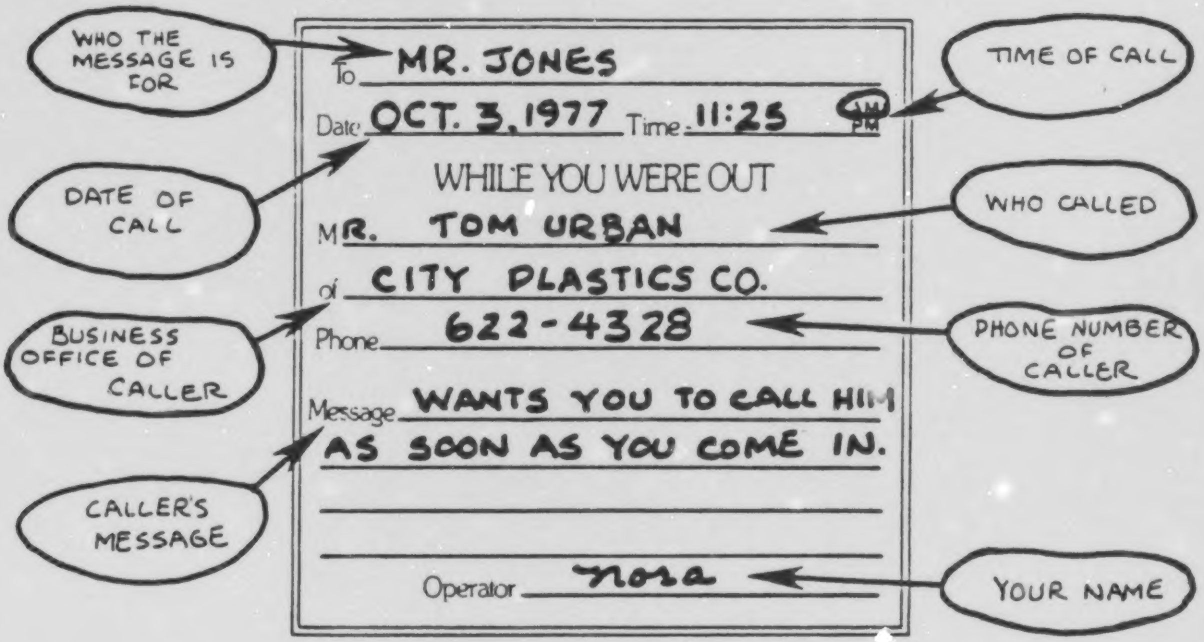
Secretaries aren't the only people who need good telephone skills. No matter what your work is, you'll probably have many occasions to take phone messages for your supervisor and co-workers. When answering a business phone an employee should always:

- Answer with the name of the company.
- Speak clearly.
- Be polite and pleasant.
- Record the message correctly and completely.
- Deliver any messages as soon as possible.

Nora's conversation should have gone something like this.


Good morning, Morris Title Company.
Hello, this is Tom Urban of City Plastics Co. I'd like to speak to Mr. Jones.
If you'll hold, I'll find out if he's in. (Pause) I'm sorry, Mr. Urban, Mr. Jones is out of the office right now. I expect him back at 1:30. May I take a message?
Yes, ask him to call me when he comes in. My number is 622-4328.
That's 622-4328?
Yes, that's correct.
I'll tell Mr Jones to call you as soon as he comes in.
Thank you. Good-bye.
Good-bye.

Her message would have looked like this.



WHO THE MESSAGE IS FOR
TIME OF CALL
DATE OF CALL
WHO CALLED
BUSINESS OFFICE OF CALLER
PHONE NUMBER OF CALLER
CALLER'S MESSAGE
YOUR NAME

To MR. JONES
Date OCT. 3, 1977 Time 11:25 [✓ AM] PM

WHILE YOU WERE OUT

MR. TOM URBAN
of CITY PLASTICS CO.
Phone 622-4328
Message WANTS YOU TO CALL HIM
AS SOON AS YOU COME IN.

Operator Nora

When you take a message for someone, be sure to write down all of this information. Use a form like the one shown above, or write the information on another sheet of paper. If the caller doesn't give you the information, don't hesitate to ask for it. It's perfectly correct to say, "May I ask who's calling, please?" The person who missed the call will want to know. If the message is very important, or if you aren't sure that you understand it, repeat it to the caller. It's especially important to check numbers by repeating them — phone numbers, addresses, number of items ordered, and so on. That is what Nora did to be sure that she had Mr. Urban's correct phone number. Remember to write your name on the bottom of the form, in case the person for whom you took the message has any questions.

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UNIT: Communication
Lesson 3
Attachment D

ACTIVITY: TAKING PHONE MESSAGES

Team up with another student to practice taking phone messages. Pretend that you are having a phone conversation. Your partner (the caller) will read one of the scripts below. You will answer the phone, make up a company name, reply in your own words, and record the message (blank message forms are on the next page.) Ask the caller any questions necessary to get all the information you need to fill out the form. The caller will use the checklist below to grade your work. Then change roles and let your partner take the message, using the other script. Then check your partner's work.

Script 1

Ring!
Hello, this is Mr. Arthur of King Real Estate. May I speak to Mr. Court?
Please ask him to call me at 224-4244 some time today.
Thank you. Good-bye.

Script 2

Ring!
Hello, this is Ms. Fowles of Crumb's Fried Chicken. May I speak to Ms. North?
Please ask her to call me at 321-4567.
Thank you. Good-bye.

Checklist

Did your partner:

_________ Answer with the name of a company?
_________ Speak clearly, politely, and pleasantly?
_________ Record the message correctly and completely on the message form?

Blank forms are on the next page.

Write your phone messages here.

Date ____________ Hour ______

To ____________

WHILE YOU WERE OUT

M ____________

Of ____________

Phone ____________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ____________

Signed ____________

AICO FORM NO. 55-056 PRINTED IN USA

Date ____________ Hour ______

To ____________

WHILE YOU WERE OUT

M ____________

Of ____________

Phone ____________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ____________

Signed ____________

AICO FORM NO. 55-056 PRINTED IN USA

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CONVERSATION I

Hello, this is Elmer Fox of Steven's Interiors calling for Mr. Jones.

Pause

Would you please have Mr. Jones call me concerning the office furniture that he ordered six weeks ago from Indiana. I will be here until 1:30 today and should be in the office all day tomorrow. My number is area code (803) 359-4115. I'll wait to hear from him. Thank you. Good bye.

UNIT: Communication
Lesson 3
Attachment F

PERFORMANCE TEST

Your instructor will role play someone making a phone call to you (Attachment E). Use the sample form below to record the message. Ask questions, if necessary, to get all the information you need. When you have taken down the message, compare your work to the checklist below. Then show your completed message form to your instructor. He/she will check it using the same checklist. All items must be checked for you to pass this objective.

Performance Checklist

— Answered with the business name of the firm (Make up an office name.)

— Answered clearly, politely, and pleasantly

— Wrote down the name of the person the message is for

— Wrote down the date and time

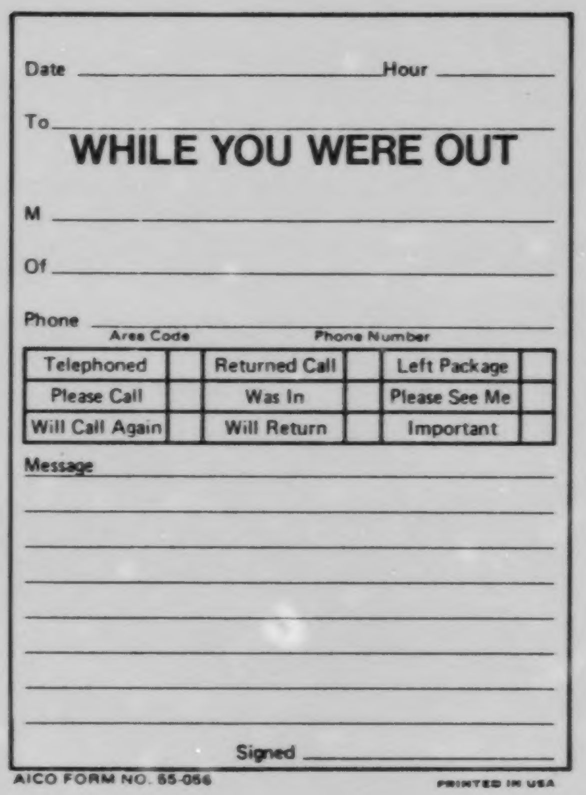
— Wrote down the caller's name

— Wrote down the name of the caller's business office

— Wrote down the phone number of the caller

— Wrote down the message

— Wrote down your name



Date ____________________ Hour __________

To ______________________________

WHILE YOU WERE OUT

M ______________________________

Of ______________________________

Phone ______________________________
Area Code   Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ______________________________

Signed ____________________

AICO FORM NO. 55-056   PRINTED IN USA

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UNIT: Communication
Lesson 3
Attachment G

CONVERSATION II

RING!!

Worker answers.

Hello, this is Micky Johnson of Bulls Eye Department Store. May I speak to Mrs. Clark?

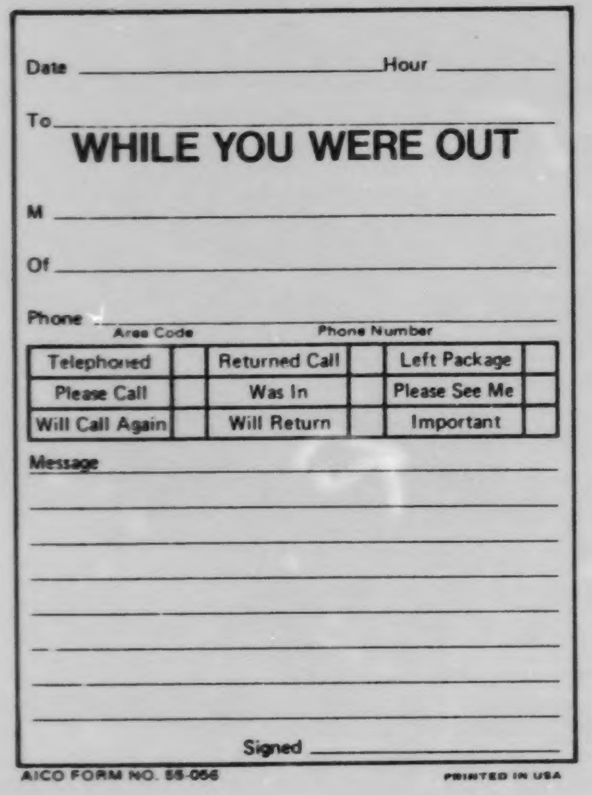
Worker responds.

Will you please have her call me as soon as she comes in? My number is 678-4321.

Worker responds.

Thank you. Good-bye. Click!!

Now record all the important information from the caller on the message form located below.



Date ______________ Hour ________

To ______________________

WHILE YOU WERE OUT

M ______________________

Of ______________________

Phone ______________________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ______________________

Signed ______________

AICO FORM NO. 55-056 PRINTED IN USA

Kentucky Department of Education. **Employability Skills,** "Using the Telephone" (Module 17), 1979.

USING THE TELEPHONE

Have your partner fill out the questions below.

Did the worker:

a. Answer with a greeting, the name of the company, and his/her name or position?

Yes __________ No __________

b. Speak clearly and politely?

Yes __________ No __________

c. Record the message completely and accurately on the message form?

Yes __________ No __________

To the student: If you received a "no" from your partner on any of the items, repeat the activity and correct your errors.

Kentucky Department of Education. **Employability Skills,** "Using the Telephone" (Module 17), 1979.

USING PROPER TELEPHONE MANNERS AND TECHNIQUES

Fill in the blanks with the correct word. Write your answers on a separate sheet of paper.

1. When answering the telephone, your voice should express ____________ feelings and a _____________ attitude.
2. Give the caller your full ____________. Do not make the caller feel that he/she is ____________ you.
3. Answer all calls as _____________ as possible.
4. When answering, you should give three items of information: a _________, the _____________, and your _______________.
5. When you must obtain the caller's name, give an example of what you might say. ____.
6. Never leave the caller waiting or "on hold" for _________________.
7. If you must leave the telephone, give an example of what you might say. ____.
8. If you have missed some information the caller gave you, you should ask him/her to _____________________.
9. Never volunteer information to the caller which might not be __________________.
10. Let ______________________ hang up first.

Kentucky Department of Education. **Employability Skills,** "Using the Telephone" (Module 17), 1979.

ANSWERS

1. Friendly, helpful
2. Attention, bothering or interrupting
3. Quickly
4. Greeting, name of your company, name or position
5. "May I ask who is calling?"
6. A long period of time
7. "Can you hold for a moment, please?" or "If you hold for a minute, I'll be right back."
8. Repeat it
9. Correct or true
10. The caller

UNIT: COMMUNICATION

Lesson 4: Written Communication

Educational Concept

Written communication skills are some of the most important skills that an individual can have. Poor communication can cause employers to lose business and money. As you advance on the job, writing skills become even more important.

Written business communications often take the form of business letters, memos, and reports. Business letters are usually more formal than personal letters and should always have an office copy for the files. Memos are more informal and are generally interdepartment or intercompany correspondence. Memos are usually short and deal with only one subject. Reports are written to account for work that is done and may be formal or informal.

Objective(s)

Given situations and information on written communication, the student will generate a business letter and a memo.

Mastery will be determined when students demonstrate the ability to communicate effectively in written form.

Resources Needed

Student Profile Folder
Sample Business Letter I (Attachment A)
Sample Business Letter II (Attachment B)
Parts of a Memo (Attachment C)
Information for Memo (Attachment D)
Evaluation (Attachment E)
Answers (Attachment F)
Letterhead Stationery

Learning Activities

Exercise 1
Distribute Sample Business Letter I (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Sample Business Letter II (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute a sheet of letterhead stationery to each student. Instruct students to write a hypothetical business letter. Upon completion, collect letters and grade for mastery.

Exercise 4
Distribute Parts of a Memo (Attachment C). Give students time to study the material. Discuss as a group.

Exercise 5
Distribute Information for Memo (Attachment D). Instruct the students to read the introductory material carefully. Direct the students to fill in the appropriate information on the memo. Collect the memos and grade for mastery.

Exercise 6
Distribute Evaluation (Attachment E). Instruct the students to answer the questions. Collect the written answers and discuss with the group. Grade for mastery.

Exercise 7
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the written results of Exercise 3 and Attachments D and E. Student evaluation should be based on student participation and completion of written work which demonstrates the ability to communicate appropriately.

Other Suggested Resources

Schachter, et. al., **English The Easy Way**

UNIT: Communication
Lesson 4
Attachment A

SAMPLE BUSINESS LETTER I

SAMPLE BUSINESS LETTER I

Return Address

WESTWIND DIVING COMPANY
1078 Ocean Blvd.
Vero Beach, Florida 30777

Date

October 7, 19--

Inside Address

Glenn's Dive Shop
111 Frontage Drive
Columbia, SC 29222

Salutation

Dear Sir/Madam:

Body

Please send me information on the new scuba equipment that Scuba Master makes for deep diving. This equipment appeared in the last issue of your newsletter dated September 2.

If you have any other information on equipment for deep diving, I would appreciate having a copy of it too.

Complimentary Close

Sincerely,

Signature and typed name

Glenn Lane

Glenn Lane
President

Reference Initials

GL/lj

SAMPLE BUSINESS LETTER II

WESTWIND DIVING COMPANY

1078 Ocean Blvd.

Vero Beach, Florida 30777

Dear Sir/Madam:

I am looking for dive fins that are silicon instead of black rubber. I also need the fins to fit an 11A shoe size. I realize that this is a narrow size. I have been unable to find this size in Ft. Pierce. If you have the fins please advise me as to the cost. My address is 1025 Short Street, Ft. Pierce, Florida.

Thank you for your help.

Sincerely,

Steven Johnson

Steven Johnson

UNIT: Communication
Lesson 4
Attachment C

PARTS OF A MEMO

DATE: October 7, 19--

TO: Ken Jones

FROM: Cecil Neill

SUBJECT: Staff meeting — Friday

Please bring your sales report for the last quarter to the meeting. The time for the meeting has been changed to 10 a.m. in my office.

UNIT: Communication
Lesson 4
Attachment D

INFORMATION FOR MEMO

Suzie Coleman will be attending the regular meeting of the accounting department on Friday, October 7. This meeting will discuss changes in the interoffice credits. Mr. Ganz will conduct the meeting to be held in the conference room on the third floor. Please be on time so that we can start promptly at 10:30 a.m.

MEMO

DATE:

TO:

FROM:

SUBJECT:

TIME:

EVALUATION

1. Explain the difference between a business letter and a personal letter.

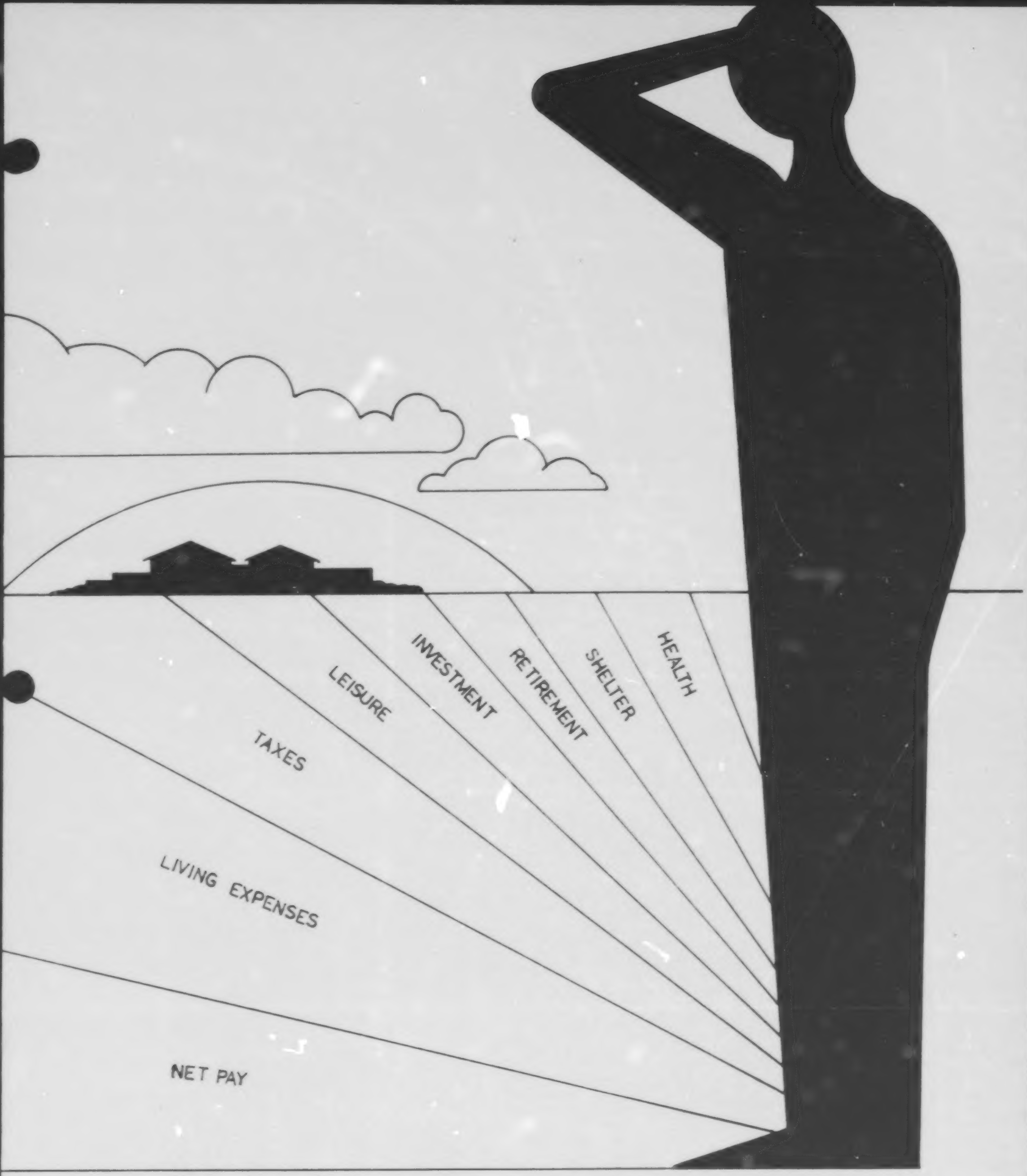
2. When would a memo generally be used?

3. Write a business letter to an imaginary company asking for information about a product in which you are interested.

ANSWERS

1. The difference between business letters and personal letters is that personal letters are usually hand written and are less formal than business letters which are more formal and usually typed. An office copy is also made of a business letter.

2. Memos are generally used to convey information in a short, concise form and are used within a company or between offices. They are more informal than a business letter.


INVESTMENT
RETIREMENT
SHELTER
HEALTH
LEISURE
TAXES
LIVING EXPENSES
NET PAY

take home pay

TAKE HOME PAY

Unit Goal

Students will explore the various deductions and their benefits with regard to their impact on worker's pay. Students will also practice budgeting as a means of controlling expenditures.

Topic Outline

Lesson One: Take Home Pay

Lesson Two: Taxes

Lesson Three: Social Security

Lesson Four: Insurance

Lesson Five: Other Deductions

UNIT: TAKE HOME PAY

Lesson 1: Take Home Pay

Educational Concept

Workers need to know the reasons for the deduction of earned money from their pay. Lack of knowledge in this area can cause misunderstanding and frustration. The basic knowledge provided in this unit will make a worker understand deductions and the eventual benefits that most of them provide. Workers also need to know how to budget their money and how to control expenditures.

Objective(s)

Given basic information on net pay, the student will:
1. Conduct a reasonable discussion on the subject of deductions.
2. Recognize the fact that most deductions serve as a benefit for the employee.
3. Prepare a simple budget.

Mastery will be determined by the ability of the student to recognize deductions as a benefit and plan a budget.

Resources Needed

Student Profile Folder
Take Home Pay (Attachment A)
Test 1 — Take Home Pay (Attachment B)
Answers — Test 1 (Attachment C)
Figuring A Budget (Attachment D)
Answers — Budget (Attachment E)
Test 2 — Take Home Pay (Attachment F)
Answers — Test 2 (Attachment G)

Learning Activities

Exercise 1
Distribute Take Home Pay (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Test 1 — Take Home Pay (Attachment B). Instruct students to complete the test. Upon completion, collect the written answers. Review Answers — Test 1 (Attachment C) with the class. Grade for mastery.

Exercise 3
Distribute Figuring A Budget (Attachment D). Instruct students to complete the questions as the class reviews these as a group. Upon completion, use Answers (Attachment E) and direct students to correct their work.

Exercise 4
Distribute Test 2 — Take Home Pay (Attachment D). Instruct students to complete the test. Using Answers — Test 2 (Attachment E), review the correct answers with the class. Grade for mastery.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachments B, D and F. Evaluation should be based on student participation and completed written ability to recognize deductions as a benefit and plan a budget.

Other Suggested Resources

Guidance Associates, "Making Ends Meet" (Filmstrip)
Harvest Tales, Inc., "Personal and Family Management" (Filmstrip)

UNIT: Take Home Pay
Lesson 1
Attachment A

TAKE HOME PAY

Many employees, upon receiving their first paycheck, experience disappointment. It seems so small! If this happens, someone failed to explain to them about **deductions.** It is only natural that one would think that after working forty hours a week, he/she should receive forty times the hourly rate of pay in his/her paycheck. It is frustrating when the paycheck does not seem to reflect this. However, in reality, the employee is paid this amount minus certain necessary deductions which are taken from each paycheck.

Amounts are withheld for both federal and state income taxes. The employer must withhold a specific amount to apply on these taxes and at certain periods send this money to the proper agencies. Federal income tax monies are sent to the Internal Revenue Service, and in states that require the payment of state income taxes, an amount must be sent to the State Income Tax Division. South Carolina is a state that does require the payment of state income taxes. State and federal operating budgets are projected upon the payment of these taxes from their citizens.

Then, there is FICA, better known as Social Security Taxes, which is withheld from a worker's pay. An employer must contribute an amount that is equal to that withheld from the worker's pay and, at the end of each quarter, send it to the Social Security Administration where it is invested in a Trust Fund. This Trust Fund provides future benefits for the worker.

Most reputable companies have a health, accident, and life insurance program for their employees. Some companies pay all of the premiums (cost of insurance) for their employees, but in most companies the worker must share in the cost of this program. In a lot of situations, the employee or worker pays one-fourth of the cost of the premium and the company pays the other three-fourths. The worker's one-fourth is withheld each pay period.

Most good companies also have a pension or retirement plan for their workers. Again, some companies may choose to pay the total cost of this program. But, in a lot of companies, the worker participates in this plan by investing a portion of his/her pay into the plan. This is called a participating plan and is considered by many to be the best method. With either plan, the employee, upon reaching retirement age, will receive benefits either in a lump sum or in monthly checks for the rest of his/her life. Some plans have what is known as a survivor's option wherein the worker receives a smaller monthly check during his/her lifetime, but the benefits also continue for his/her beneficiary even after his/her death.

If an employee belongs to a union and the company has agreed in its union contract for "checkoff," union dues are withheld from the worker's paycheck and sent directly to the union by the employer.

There are also other deductions such as special clothing, tools, cafeteria fees, etc. that can be agreed upon by the employer and the employee.

In the next few lessons, we will explain in a little more detail some of these deductions and try to explain why they serve as a benefit to the employee.

Learning how to support oneself and one's family on take home pay is one of the most important lessons a worker must absorb. To do this successfully, it is essential that a worker have a money plan. He/she must devise a simple budget and adhere to it religiously. A part of each paycheck must be set aside weekly or monthly to help pay for the needs and wants of his/her particular lifestyle. To succeed with this plan, however, needs must always come before wants. There are certain expenses such as rent, utilities, food, clothing, etc. that must be paid in every household. There are also unplanned expenses -- the automobile breaks down or the TV goes on the blink. These things have to be included in the budget.

A good, simple budget must be based on a worker's resources (take home pay) and the goals he/she hopes to achieve. A budget will tell a worker four things.

1. Where his/her money is going
2. How to live on the amount of money he/she takes home
3. How to save money for unplanned expenses
4. How to plan for major purchases without borrowing money

Again, it must be stressed that for any budget to succeed and for any worker to get the most out of the money that he/she makes, needs must come before wants.

Many young workers in setting up a budget use what they call the envelope plan. They set aside envelopes marked rent, utilities, car payment, furniture payment, recreation, emergencies, etc. and each week they place the proper amount of money into each envelope so that at the end of the month they can pay these bills.

UNIT: Take Home Pay
Lesson 1
Attachment B

TEST 1 — TAKE HOME PAY

1. A deduction is an amount withheld from a worker's pay. (True or false)

2. Federal income tax withholding is matched by the employer. (True or false)

3. All states require that workers pay state income taxes. (True or false)

4. When union dues are withheld, this money is sent directly to the union by the employer. (True or false)

5. A worker's pay voucher will show an amount withheld for FICA. This is Social Security. (True or false)

6. Explain briefly what is meant by a participating plan when talking about pension or retirement plans.

____

____

____

____

7. If your company had a retirement plan and you had agreed to a survivor's option, your beneficiary would continue receiving benefits after your death. (True or false)

8. List the major deductions that are withheld from a worker's pay.

____

____

____

____

9. Now that you have read the attachment on take home pay, explain how deductions benefit you.

____

____

____

____

ANSWERS — TEST 1

1. True
2. False
3. False
4. True
5. True
6. A participating plan is a plan wherein the employee contributes to the pension or retirement plan of his/her company. This contribution is deducted from his/her pay each pay period.
7. True
8. a. Federal income taxes
   b. State income taxes
   c. Social security taxes (FICA)
9. Student opinion

UNIT: Take Home Pay
Lesson 1
Attachment D

FIGURING A BUDGET

Using Bill's income and budget, answer the questions listed below.

Bill's Income

Gross Income -- $1200/Month
Deductions Withheld -- $360/Month

Bill's Expenses

Shelter	$300
Food	$100
Clothing	$50
Transportation (gas)	$40
Transportation (car payments)	$150
Medical Bills	$5
Education	$30
Personal Needs (Toothpaste, haircuts, etc.)	$15
Household Needs	$10
Insurance	$100
Miscellaneous	

1. What is Bill's net income (take home pay)? ______________________

2. What is the total amount of Bill's monthly expenditures? ______________

3. Subtract Bill's estimated expenditures from his monthly net income (take home pay). What does he have left for the miscellaneous item? ______________

4. Should Bill put any money in savings? ____________ Why or why not?
____
____

5. If you were Bill, would you cut any expenditures? ______________ Explain.
____
____

6. Are there any items which Bill needs to include in his estimated budget?
____
____

7. Given a job at McHoff Gidget Factory and a net income (take home pay) of $900 per month, plan an estimated budget. Use the form on the following page.

	Expenditures	Estimated Cost
1.	____________________	______________
2.	____________________	______________
3.	____________________	______________
4.	____________________	______________
5.	____________________	______________
6.	____________________	______________
7.	____________________	______________
8.	____________________	______________
9.	____________________	______________
10.	____________________	______________
11.	____________________	______________
12.	____________________	______________
13.	____________________	______________
14.	____________________	______________
15.	____________________	______________

UNIT: Take Home Pay
Lesson 1
Attachment E

ANSWERS — BUDGET

1. $840
2. $800
3. $40
4. Student opinion
5. Student opinion
6. Student opinion
7. Varies with student

UNIT: Take Home Pay
Lesson 1
Attachment F

TEST 2 — TAKE HOME PAY

1. What is a budget?

2. What are the four things that a budget tells a worker?

3. What are needs and wants?

4. What is the envelope plan?

5. If your rent or payment on your home was $200 per month, how much would you place into the envelope marked rent each week?

6. Complete the budget form on the following page.

Take Home Pay — $225 per week. 4-Week Month						
Item	**Cost/Month**	**1st Week**	**2nd Week**	**3rd Week**	**4th Week**	**TOTAL**
Rent	240.00					
Utilities	136.00					
Auto	176.00					
Furniture	75.00					
Recreation	50.00					
Food	120.00					
Emergencies	15.00					
TOTAL						
BALANCE						

ANSWERS — TEST 2

1. A budget is a plan, usually called a money plan, whereby a worker sets aside a part of his/her pay each pay period in order to successfully support his/her lifestyle on take home pay.

2. a. Where his/her money is going
   b. How to live on the amount of money he/she takes home
   c. How to save money for unplanned expenses
   d. How to plan for major purchases without borrowing money

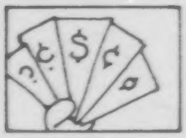
3. Needs are the necessary things that a worker and his/her family must have in order to live on take home pay. Wants are those things that they may desire but are not absolutely necessary.

4. The envelope plan is a simple budget plan wherein the worker sets aside an envelope for each necessary expense such as rent, food, utilities, clothing, etc. The worker then places a planned amount of money in each envelope each pay period so he/she will have enough money set aside to meet these obligations.

5. If a worker's rent or house payment was $240 per month in a four-week month, he/she would place $60 into the rent envelope each week.

6. The completed budget form is below. A wise worker will invest the balance in a good savings account.

Take Home Pay — $225 per week			4-Week Month			
Item	**Cost/Month**	**1st Week**	**2nd Week**	**3rd Week**	**4th Week**	**TOTAL**
Rent	240.00	60.00	60.00	60.00	60.00	240.00
Utilities	136.00	34.00	34.00	34.00	34.00	136.00
Auto	176.00	44.00	44.00	44.00	44.00	176.00
Furniture	75.00	18.75	18.75	18.75	18.75	75.00
Recreation	50.00	12.50	12.50	12.50	12.50	50.00
Food	120.00	30.00	30.00	30.00	30.00	120.00
Emergencies	15.00	3.75	3.75	3.75	3.75	15.00
TOTAL	812.00	203.00	203.00	203.00	203.00	812.00
BALANCE	88.00	22.00	22.00	22.00	22.00	88.00



UNIT: TAKE HOME PAY

Lesson 2: Taxes

Educational Concept

Before a worker can fully understand take home pay, he/she must have a basic knowledge of the things that are deducted from his/her pay. Since taxes account for the largest percentage of deductions, this item should be of prime interest to an employee.

Objective(s)

Given basic information on taxes, the student will discuss why taxation is necessary to a free enterprise system.

Mastery will be determined when the student demonstrates an ability to recognize taxation as an important part of a free enterprise system.

Resources Needed

Student Profile Folder
Taxes (Attachment A)
Written Test — Taxes (Attachment B)
Answers (Attachment C)
Overhead Projector

Learning Activities

Exercise 1
Distribute Taxes (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Invite a consultant from a commercial tax preparer's office and ask him/her to speak on the topic "How to Figure Your Taxes on a Single Form." Ask the speaker to give a hypothetical situation and use the simplist method or form possible in figuring taxes. Include an overhead in the demonstration.

Exercise 3
Distribute Written Test — Taxes (Attachment B). Instruct students to complete the test. Upon completion, collect the written answers. Use Answers (Attachment C) to review the test with the class. Grade for mastery.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Evaluation should be based on student participation and demonstrated written ability to understand and figure taxes.

Other Suggested Resources

Changing Times Education Service, **Money Management Kit**

UNIT: Take Home Pay
Lesson 2
Attachment A

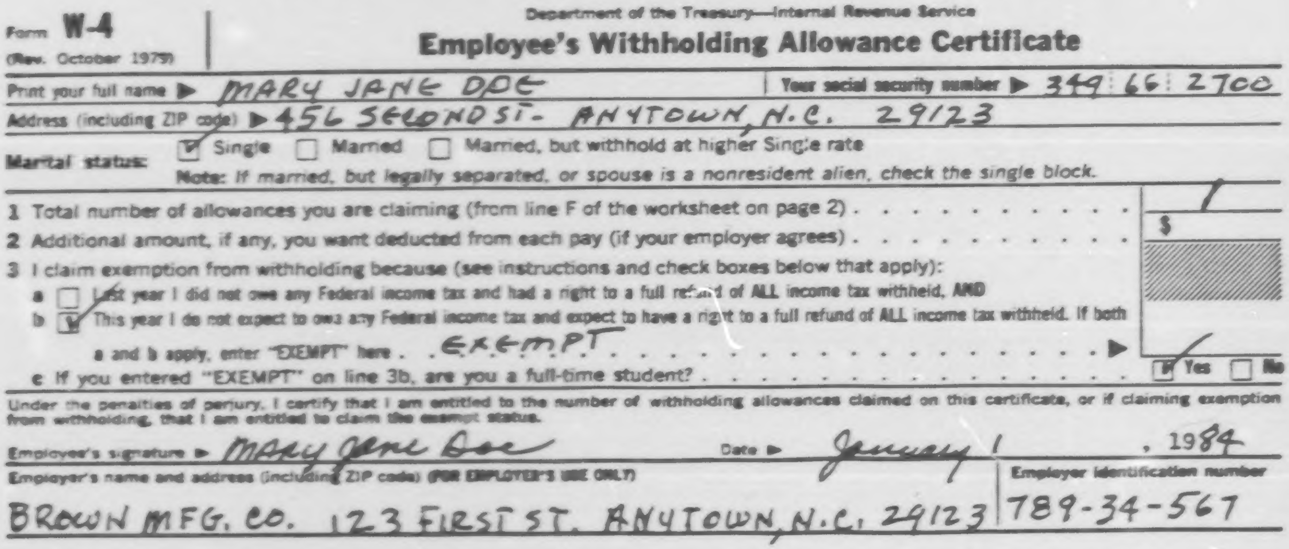
TAXES

Taxation is as old as government itself. Through taxes, people pay for the cost of their government. The taxes that we pay provide us with services we want or need. Our tax money pays for public education. These monies also pay for police protection and national defense. For us to feel secure, we must have a strong police force and strong armed forces. Tax money pays for the construction and repair of our highway system. Taxes pay for city and county governments, schools, and libraries. The money derived from taxes is also used to help people who are in need. Without taxes, we could not operate as a nation.

The federal income tax that is withheld from a worker's pay is both a **direct tax** and a **progressive tax.** It is a direct tax in that it is paid directly to the government and it is a progressive tax because it is based on the ability of the person to pay. This means that people who earn a higher income pay a higher percentage of their income for taxes than those who earn a lower income. Ability to pay is based mainly on a worker's salary or wages. There are other situations that can affect a worker's ability to pay. These are called **exemptions** and **deductions.** An exemption is a tax-free amount and a deduction is money that is untaxed because it was spent for special causes such as charities, church donations, legitimate business expenses, or medical expenses.

Every taxpayer is allowed an exemption for him/herself and for each dependent he/she has. A dependent is someone who relies upon the taxpayer for financial support. These amounts are deducted from the worker's total earnings and taxes are paid on the balance.

When a person enters the world of work, he/she must fill out what is known as a W-4 Form. This form shows how many dependents this employee has and is used to determine the amount of tax to be withheld from his/her paycheck each pay period. An example of the W-4 is shown here.



Form **W-4** (Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ MARY JANE DOE
Your social security number ▶ 349 : 66 : 2700
Address (including ZIP code) ▶ 456 SECOND ST. ANYTOWN, N.C. 29123

Marital status: ☑ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) 1
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND
b ☑ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . EXEMPT . . . . ▶
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☑ Yes ☐ No

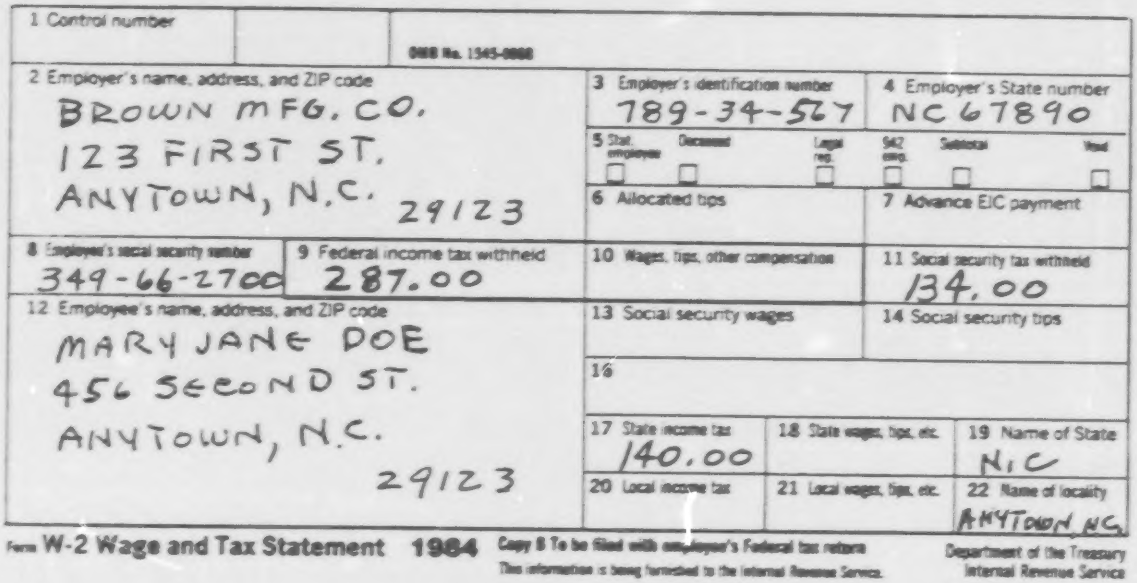
Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Mary Jane Doe
Date ▶ January 1, 1984

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY)
BROWN MFG. CO. 123 FIRST ST. ANYTOWN, N.C. 29123

Employer identification number
789-34-567

By January 31st of each year, the employer must give the employee a statement showing the employee's earnings and the taxes that have been withheld for the previous year. This statement is on a form known as a W-2 Form. An example of this form follows.



1 Control number

OMB No. 1545-0008

2 Employer's name, address, and ZIP code
BROWN MFG. CO.
123 FIRST ST.
ANYTOWN, N.C. 29123

3 Employer's identification number 789-34-567

4 Employer's State number NC67890

5 Stat. employee ☐ Deceased ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Void ☐

6 Allocated tips

7 Advance EIC payment

8 Employee's social security number 349-66-2700

9 Federal income tax withheld 287.00

10 Wages, tips, other compensation

11 Social security tax withheld 134.00

12 Employee's name, address, and ZIP code
MARY JANE DOE
456 SECOND ST.
ANYTOWN, N.C.
29123

13 Social security wages

14 Social security tips

16

17 State income tax 140.00

18 State wages, tips, etc.

19 Name of State N.C

20 Local income tax

21 Local wages, tips, etc.

22 Name of locality ANYTOWN, NC.

Form **W-2 Wage and Tax Statement 1984** Copy B To be filed with employee's Federal tax return
This information is being furnished to the Internal Revenue Service.

Department of the Treasury
Internal Revenue Service

The W-2 Form is made up of six copies. Four copies are given to the employee, one copy is sent to the Social Security Administration, and the employer keeps one copy for his/her records. The employee sends one copy with the federal income tax return and one copy with the state income tax return. The other two he/she keeps for a record.

Under federal income tax law, individuals must file their income tax returns by midnight of April 15th. If an employee earns less than $3,300 in a year, he/she owes no income tax. However, if the employee has had taxes withheld from his/her pay during the previous year, he/she files a return so that this money can be refunded. Early in the year, the tax form to be used is mailed to the taxpayer. This form is called the **U.S. Individual Income Tax Return.** Most taxpayers choose from three income tax forms -- Form 1040, Form 1040-A, or Form 1040-EZ. Form 1040-EZ is shorter and easier to fill out and most young people who are just beginning their careers choose to use this form. If assistance is needed, the IRS will help people complete and file their returns. Also, for a small fee, many public accountants will help the taxpayer complete returns. An example of Form 1040-EZ is shown on the next page.

If an employee lives in a state that requires the payment of state income taxes, the procedure for filing a return and payment of taxes is basically the same as filing and paying federal income taxes. South Carolina requires that all workers pay South Carolina state income taxes.

Department of the Treasury - Internal Revenue Service

1983 **Form 1040EZ Income Tax Return for Single filers with no dependents** (0)

OMB No. 1545-0675

Name & address

If you don't have a label, please print:

MARY J. DOE
Write your name above (first, initial, last)

456 SECOND ST.
Present home address (number and street)

ANYTOWN, N.C. 29123
City, town, or post office, state, and ZIP code

Please write your numbers like this.

1234567890

Social security number

349 66 2700

Presidential Election Campaign Fund
Check box if you want $1 of your tax to go to this fund. ▶

Figure your tax	1 Wages, salaries, and tips. Attach your W-2 form(s).	1	2 000 00
	2 Interest income of $400 or less. If more than $400, you cannot use Form 1040EZ.	2	
Attach Copy B of Form(s) W-2 here	3 Add line 1 and line 2. This is your **adjusted gross income.**	3	2 000 00
	4 Allowable part of your charitable contributions. Complete the worksheet on page 19. Do not write more than $25.	4	
	5 Subtract line 4 from line 3.	5	
	6 Amount of your personal exemption.	6	1 000 00
	7 Subtract line 6 from line 5. This is your **taxable income.**	7	1 000 00
	8 Enter your Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s).	8	287 00
	9 Use the tax table on pages 29-34 to find the **tax** on your taxable income on line 7. Write the amount of tax.	9	000 00
Refund or amount you owe	10 If line 8 is larger than line 9, subtract line 9 from line 8. Enter the **amount of your refund.**	10	287 00
Attach tax payment here	11 If line 9 is larger than line 8, subtract line 8 from line 9. Enter the **amount you owe.** Attach check or money order for the full amount, payable to "Internal Revenue Service."	11	

Sign your return

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.

Your signature Date

X Mary J. Doe April 2, 1984

For Privacy Act and Paperwork Reduction Act Notice, see page 38.

WRITTEN TEST — TAXES

Write your answers on a separate sheet of paper.

1. Explain a W-4 Form and a W-2 Form.
2. What is the minimum amount a worker can earn in a year and not owe federal income taxes?
3. How many copies make up a W-2 Form and what happens to each copy?
4. What is a dependent?
5. Explain what is meant by direct and progressive taxes.
6. What is an exemption?
7. What is a deduction?
8. When must you file your income tax return?
9. Who can help you complete your income tax return?
10. Your state requires that you pay state income taxes. (True or false)

ANSWERS

1. The W-4 Form must be filled out by every new employee and shows the number of dependents he/she has. This form is used to determine the amount of taxes to be withheld from the employee's pay each pay period.

   A W-2 Form is a statement from the employer showing the employee's earnings and the taxes that have been withheld for the previous year.

2. $3,300

3. There are six copies to a W-2 Form. Four copies are given to the worker, one copy is sent to the Social Security Administration, and the employer keeps one copy for his/her records.

4. A dependent is someone who relies upon the taxpayer for his/her support.

5. A direct tax is one that is paid directly to the taxing agent. A progressive tax is one that is determined by the taxpayer's ability to pay.

6. An exemption is a tax-free amount.

7. A deduction is an amount that is untaxed because it is spent for special causes such as charities, church donations, medical expenses, etc.

8. Income tax returns must be filed (and post-marked) no later than midnight of April 15th.

9. Obtain help from a representative of the IRS or a public accountant.

10. True

UNIT: TAKE HOME PAY

Lesson 3: Social Security

Educational Concept

Although social security benefits probably mean little to a student now, every potential worker should have a basic knowledge of the reasons for and the advantages of social security deductions. This knowledge will make a worker more appreciative of deductions for social security and the eventual benefits that they provide.

Objective(s)

Given basic information on social security, the student will recognize social security as a deduction which produces benefits.

Mastery will be determined when students demonstrate an ability to identify the characteristics of social security.

Resources Needed

Student Profile Folder
Social Security (Attachment A)
Test -- Social Security (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Visit your local social security office. Obtain an assortment of materials about the social security programs. Using the resource materials obtained and the information given by people in the local office, direct the student to write a report describing the various areas for which social security is used.

Exercise 2
Distribute Social Security (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute Test -- Social Security (Attachment B). Instruct students to complete the test. Upon completion, collect the written answers. Using Answers (Attachment C), review the correct answers with the class. Grade for mastery.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Evaluation should be predicated on student participation and demonstrated written ability to recognize social security as a benefit.

Other Suggested Resources

Warmke, et. al., **Consumer Economic Problems**

UNIT: Take Home Pay
Lesson 3
Attachment A

SOCIAL SECURITY

Today, nearly all workers have some degree of protection for themselves and their families if they become unable to work because of age, disability, or death. In a kind of three-way partnership, an employee and his/her employer contribute to a government-operated trust fund from which an employee benefits when he/she can no longer work.

At one time in the history of our country, an employee had to worry about what would happen when he/she became too old or too disabled to work. Very few companies had retirement plans for ordinary employees so people had to save money for their old age. Salaries and wages were so low, however, that the average employee could hardly feed, clothe, and house him/herself and a family with the little money that was earned. Often, younger people were expected to support older members of the family; a situation which obviously made it almost impossible for younger people to save for their own old age. For most workers, saving for old age was only a dream.

Then, in 1935, during the Great Depression, the Social Security Act was established by federal law. It was, and still is, run by the Social Security Administration. This was when the three-way partnership between an employee, the employer, and the government began.

At its inception, social security provided benefits only for workers who retired at age 65 and these benefits lasted only as long as the worker was alive. When he/she died, the survivors received nothing. In 1939, 1954, 1965, 1973, and even since these years, changes have been made in the social security law that allowed survivors to be paid benefits when the worker died, paid benefits to younger children still in the home when the worker retired, added disability insurance that allowed disabled workers to receive benefits, added medical insurance called Medicare, and changed the law further to include people under 65 who have been receiving disability for two or more years.

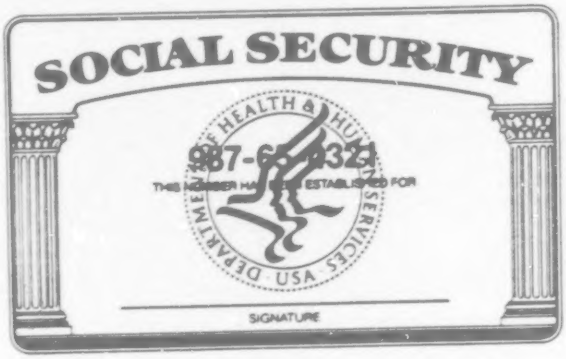
The amount of money that retired or disabled workers received was at first determined by the amount of money earned before retiring or becoming disabled. During the years, however, a cost of living benefit has been added so that payments increase as the cost of living increases.

There are certain eligibility rules that a worker must follow. Information on these rules can be obtained by contacting the nearest Social Security Administration Office. These offices are listed in every telephone directory under the main heading of United States Government. If the office cannot be found under this heading, look under Health and Human Services since this is the department in which the Social Security Administration operates.

Every worker must have a social security card bearing his/her social security number. This number will become the most important number in the life of an employee. It will be used to fill out forms at school and on the job, and also to keep in the account of an employee's tax record. This number serves as an identification number for tax purposes and even becomes the identification number (or serial number) for people entering the armed forces.

This card and number can be obtained by applying to the Social Security Administration. Their representative will give the employee a simple form to fill out. When this form is filled out and returned, the card will be received in the mail in a few days.

From each paycheck, the employer must deduct a percentage of each dollar that an employee has earned. This deduction comes from the gross amount (before taxes and other deductions). The employer must match this amount with an equal amount, and, at the end of each quarter of the year, send it to the Social Security Administration. At this point it is invested in a trust fund. This fund gives every worker a guaranteed pension when he/she retires at age 62 or 65.


SOCIAL SECURITY
987-65-4321
THIS NUMBER HAS BEEN ESTABLISHED FOR
DEPARTMENT OF HEALTH & HUMAN SERVICES
USA
SIGNATURE

The illustration above shows a worker's social security card. This card contains the worker's social security number which identifies him/her as a wage earner and taxpayer. This number also identifies the worker's social security account from which the worker may someday draw benefits. These benefits may be in the form of retirement income or special payments if, for some reason, the worker is unable to work. A person does not have to wait until he/she gets a job to obtain a social security card. Application for a social security card can be made at any age and it is a good idea to obtain one while still in high school. Once a student has a social security card, he/she is ready for any opportunities that may come along.

There are six times when a person should contact a social security office.

1. To obtain a social security number — be sure to apply at least six weeks before the number is needed.
2. Someone in the family becomes sick or hurt and cannot work for a long time.
3. A worker becomes 62 years old or older and wishes to stop working.
4. A worker nears 65 years of age and wishes to inquire about Medicare.
5. Someone in the family dies.
6. A worker changes his/her name.

The following page is an example of the form used when applying for a social security card.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

Form Approved
OMB No. 0960-0066

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 103(b)).

INSTRUCTIONS TO APPLICANT Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA **1** NAME TO BE SHOWN ON CARD — First / Middle / Last

NAB FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First / Middle / Last

ONA OTHER NAME(S) USED

STT **2** MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CTY STE ZIP CITY / STATE / ZIP CODE

CSP **3** CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX **4** ☐ Male ☐ Female

ETB **5** RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. North American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB **6** DATE OF BIRTH — MONTH / DAY / YEAR

AGE **7** PRESENT AGE

PLB **8** PLACE OF BIRTH — CITY / STATE OR FOREIGN COUNTRY

MNA **9** MOTHER'S NAME AT HER BIRTH — First / Middle / Last (her maiden name)

FNA FATHER'S NAME — First / Middle / Last

PNO **10** a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you checked "yes", complete items "b" through "c" below; otherwise go to item 11.

SSN PNS PNY b. Enter social security number — c. In what State did you apply? — What year?

NLC d. Enter the name shown on your most recent social security card — e. If the birth date you used was different from the date shown in item 6, enter it here. MONTH / DAY / YEAR

DON **11** TODAY'S DATE — MONTH / DAY / YEAR

12 Telephone number where we can reach you during the day — HOME / OTHER

ASD **WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.**

13 YOUR SIGNATURE

14 YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) ________________

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC SSA RECEIPT DATE ________________

☐ SUPPORTING DOCUMENT-EXPEDITE CASE
☐ DUP ISSUED
SSN ASSIGNED OR VERIFIED
SSN

NPN

DOC NTC CAN BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

TYPE(S) OF EVIDENCE SUBMITTED

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

DATE

DATE

IDN ITV DCL

Form SS-5 (2-81)

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CM 01-2002/SM 03-2002

BEST COPY AVAILABLE

UNIT: Take Home Pay
Lesson 3
Attachment B

TEST — SOCIAL SECURITY

1. The Social Security Act was established in ______________.

2. In the beginning, social security benefits lasted only as long as the worker was ______________.

3. Two of the years in which changes were made in the Social Security Act were __________ and ___________.

4. A worker can retire under social security at ______ years of age or receive full benefits at age _________.

5. Every worker must have a ____________ ____________ card.

6. A ______________ _____ ______________ clause was added to social security benefits in order to keep up with the increase in the cost of living.

7. The medical insurance added to social security is called ______________.

8. An employer must match an employee's social security deduction with an ________ amount each payday.

9. When social security deductions are sent to the Social Security Administration, this money is invested in a ____________ ____________.

UNIT: Take Home Pay
Lesson 3
Attachment C

ANSWERS

1. 1935
2. Living
3. 1939, 1954, 1965, 1973 (Any two)
4. 62, 65
5. Social security
6. Cost of living
7. Medicare
8. Equal
9. Trust fund

UNIT: TAKE HOME PAY

Lesson 4: Insurance

Educational Concept

Workers, young and old, need insurance to protect them in many areas. Sometimes insurance serves as a fringe benefit. Young workers, in particular, need to know the necessity of having insurance and need to determine if this is a fringe benefit in their employment.

Objective(s)

Given basic information on the subject of insurance, students will be able to recognize the necessity of owning insurance as a protection and as a fringe benefit of their employment.

Mastery will be determined when students demonstrate an ability to identify key characteristics of insurance and to recognize the benefits.

Resources Needed

Student Profile Folder
Insurance (Attachment A)
Written Test -- Insurance (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Distribute Insurance (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Instruct students to ask their parents to list all the types of insurance they have secured. List the various responses on the board and discuss as a group.

Exercise 3
Direct students to collect brochures from various insurance companies and make an insurance notebook with them. Compare the various insurance offerings and plans in class.

Exercise 4
Distribute Written Test -- Insurance (Attachment B). Instruct students to complete the test. Upon completion, collect the written answers. Using Answers (Attachment C), review the correct answers with the class. Grade for mastery.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Evaluation should be based on the student's participation and demonstrated written ability to recognize insurance as a fringe benefit and to list the various areas of insurance needs.

Other Suggested Resources

Donnelly, **Skills for Consumer Sources**

UNIT: Take Home Pay
Lesson 4
Attachment A

INSURANCE

Because of today's sky rocketing medical costs, it is absolutely essential that every worker have accident and health insurance. Nearly all workers are covered by workmen's compensation which provides coverage for accidents or injuries received on the job. This program pays doctor bills and hospital costs for the employee and also pays a large percentage of his/her salary while recovering. State law requires that most businesses/industries have this coverage for their workers. The employer contracts with an insurance company for this protection and pays 100% of the cost; it does not cost the employee anything.

Employees also need protection for off the job illnesses or accidents for themselves and their dependents. Most good companies have an insurance plan for their employees. By having all employees covered under this plan, the company buys insurance under what is known as a group plan. By buying for a large group, the premiums are much cheaper. Some companies pay 100% of the cost of this program. In most companies, however, the employee pays a portion of the cost. Usually this portion is one-fourth of the cost of the premium with the company or employer paying three-fourths of the cost. The employee's portion is deducted from his/her paycheck each pay period.

As young workers begin establishing their lives, there are other insurance programs that must be considered. These programs will not be deductions but must be considered when he/she begins budgeting take home pay. Assuming that his/her company has a good health/accident/life insurance program for an employee and his/her dependents, most young workers do not buy more insurance of this kind until later in life.

Most young workers own an automobile and must consider the cost of car insurance. Auto insurance rates for teenagers are much higher than they are for adults and it is a good idea to shop around for the best rates and the best coverage. In most states, it is compulsory that an auto owner have liability coverage on his/her vehicle. Liability insurance protects the car owner against damage to another's automobile in case of an accident, against injury to passengers in either auto in case of an accident, and against lawsuits that might result from an accident. Some automobile owners also buy collision insurance. This type of insurance protects the owner's car in case of an accident. This type of coverage is rather expensive and usually has a deductible clause which means that the owner will have to pay the first $100 or so after an accident. Sometimes when the car is old, owners just don't buy this type of coverage.

When young workers become homemakers as either renters or owners of a home, they should consider insurance to protect the things that they own. Renters should take a room by room inventory of all personal belongings — furniture, jewelry, clothing, etc. The building owner's policy will not cover the renter's personal belongings, so the renter should purchase insurance to cover these articles against fire, theft, and storm. If a worker owns a home, he/she should buy some homeowner's insurance. This type of insurance protects the homeowner's home and contents against fire, theft, storm, and many other types of damage. It also provides liability protection should someone be injured while on the homeowner's property.

UNIT: Take Home Pay
Lesson 4
Attachment B

WRITTEN TEST — INSURANCE

Write your answers on a separate sheet of paper.

1. Why do all people need accident and health insurance?
2. What is workmen's compensation?
3. How much does workmen's compensation cost an employee?
4. Why does auto liability insurance cost young drivers more than adult drivers?
5. Collision insurance protects the owner of an auto against damage to his/her auto in case of an accident. (True or false)
6. What is meant by a deductible clause?
7. List the kinds of insurance that you think most people should have.

ANSWERS

1. Because of the extremely high cost of doctors and hospitalization, most workers simply cannot afford to have an accident or be ill. To help offset these costs, a worker must have health and accident insurance.

2. Workmen's compensation insurance coverage is provided by law for an employee to protect him/her against accidents on the job.

3. This coverage is provided completely by the employer and costs the employee nothing.

4. Statistics show that young drivers are involved in more accidents than adults, so the risk is greater.

5. True

6. The deductible clause in most insurance policies states that the insured is responsible for the first $100 or so in any accident.

7. Life, health, and accident; automobile liability and collision (usually on new autos); and homeowner's.

UNIT: TAKE HOME PAY

Lesson 5: Other Deductions

Educational Concept

The major or necessary deductions have been discussed in the preceding lessons and any other deductions are usually those that are agreed upon by the employer and the employee. All deductions result in lower take home pay and the student should be aware of this so that he/she can budget in order to be able to live on his/her take home pay.

Objective(s)

Given basic information on deductions, the student will discuss how he/she can regulate a living style as based on net pay.

Mastery will be determined by the ability of the student to recognize the impact of other deductions on take home pay.

Resources Needed

Student Profile Folder
Other Deductions (Attachment A)
Deduction Simulation (Attachment B)
Written Test -- Other Deductions (Attachment C)
Answers (Attachment D)

Learning Activities

Exercise 1
Distribute Other Deductions (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Deduction Simulation (Attachment B). Review the simulation. Instruct students to complete the exercise. Discuss as a group.

Exercise 3
Distribute Written Test -- Other Deductions (Attachment C). Instruct students to complete the test. Use Answers (Attachment D) to review the correct answers with the class. Grade for mastery.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment C. Evaluation should be based on student participation and demonstrated written ability to identify other deductions and to recognize them as fringe benefits.

Other Suggested Resources

Donnelly, **Skills for Consumer Services**
Guidance Associates, **Pay Check Puzzle**

OTHER DEDUCTIONS

Preceding lessons discussed the major deductions that come from an employee's pay. There are also other possible deductions that a student or an employee should be aware of even though these deductions do not necessarily happen in every case.

Suppose you are employed by a company that requires the employee to wear special clothing — for example, a uniform. Some companies supply these uniforms at no cost to the employee. However, some companies expect the employee to either pay for this type clothing or to at least share in the cost. When the employee must share in the cost, an amount is deducted from his/her pay each pay period.

In some shops and garages employees are expected to own their own tools. Most young workers would not, as a rule, already have these tools so the company buys them and lets the employee pay for them on a weekly basis. The agreed upon amount would be deducted from the worker's pay each pay period.

Most good companies have a credit union. This union is like a bank whereby the employee can save or borrow money. If the employee wishes to participate in this program, he/she can have a certain amount deducted from his/her pay each pay period to apply toward savings or to repay a loan from the credit union. Every employee should be encouraged to participate in a credit union. Credit unions are protected by FDIC and are usually operated by company personnel. Dividends or interest rates are good and interest rates on loans are usually low.

A number of large plants have cafeterias for the convenience of the employees. Meals are served to employees in most of these operations at a very reasonable cost. In some situations, employees are sold a ticket that they present at the food line for their meal and the cost of these food tickets is deducted from their pay each pay period.

Some other manufacturers have company stores where employees can purchase merchandise at discount prices. In some stores, employees are allowed to pay for these purchases by having an agreed upon amount deducted from their pay weekly or monthly.

There are other voluntary deductions that occur in the work place and these are usually agreed upon by the employee and the employer.

UNIT: Take Home Pay
Lesson 5
Attachment B

DEDUCTION SIMULATION

Bill works for a company which offers several deductions other than taxes, insurance and social security. Bill makes a net pay of $900 a month and has already budgeted $750 for shelter, transportation, food, clothing, etc. He has the opportunity to deduct from his gross pay for the credit union, for tools required for work, for meals at the company cafeteria, and for other needs. Using the chart below decide which items Bill might want deducted, realizing Bill can select any amount or no other deductions at all. Keep in mind Bill's budget already accounts for $750 of his $900 take home pay.

Other Deductions

Cafeteria Meals ($2 per meal) ____________

Tools (total cost $300) ____________

Uniforms cleaned ____________

Life insurance ($30 monthly) ____________

United Way (1 hour's wages per month) ____________

UNIT: Take Home Pay
Lesson 5
Attachment C

WRITTEN TEST — OTHER DEDUCTIONS

Answer these questions on a separate sheet of paper.

1. What is take home pay?

2. Federal and state income taxes and social security are basic deductions from every worker's pay. Name some other deductions that might come out of the worker's pay at the end of each pay period.

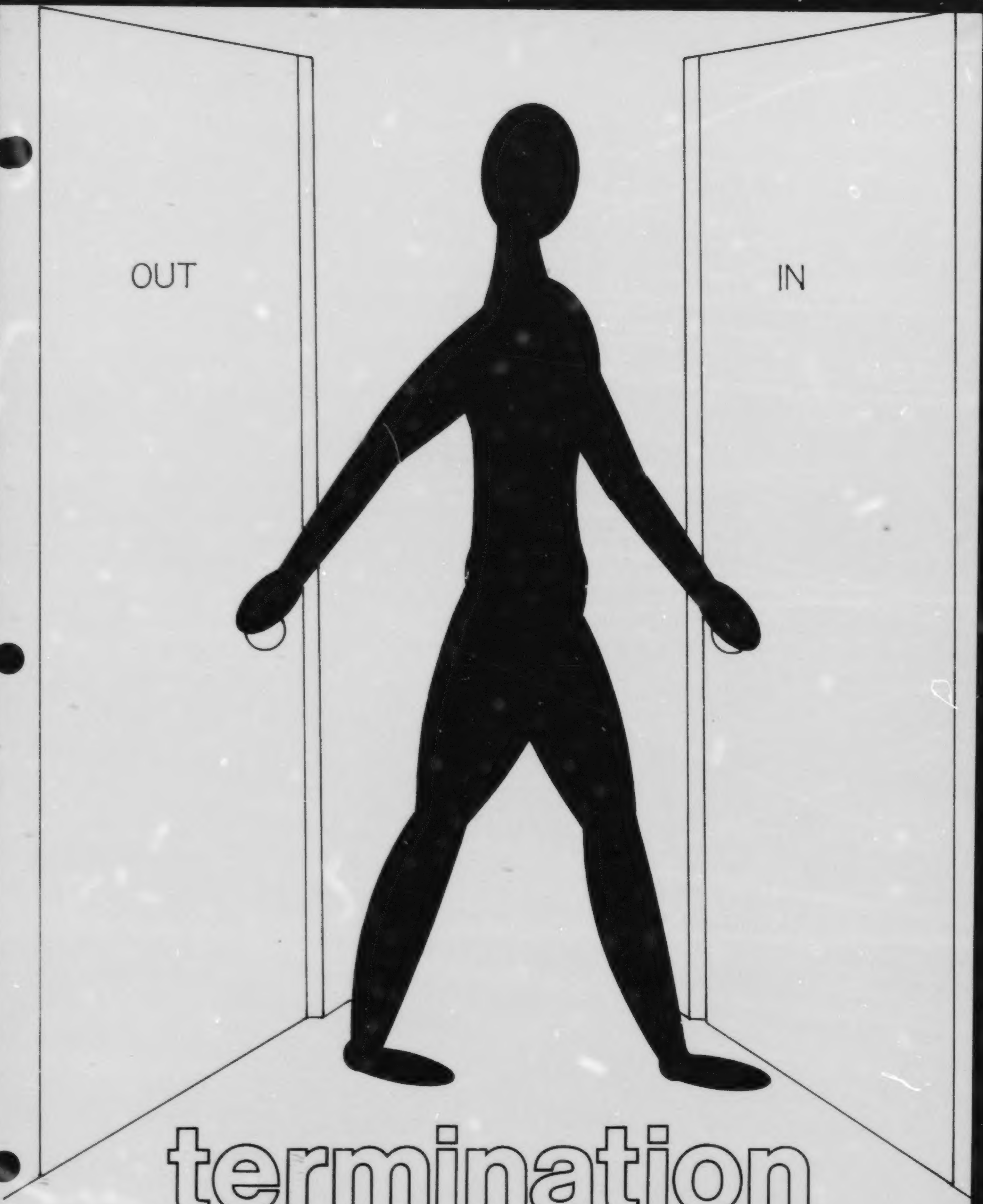
3. Your take home pay is $800 per month, your rent or house payment is $300 per month, your automobile payment is $150 per month, your furniture payment is $75 per month, your average grocery or food bill is $100 per month, your home owner's insurance is $30 per month, and incidentals are $100 per month. Diagram how you would set up a budget on your take home pay.

ANSWERS

1. Take home pay is the amount of money a worker receives in his/her pay after all deductions have been withheld.

2. Other deductions might include such things as special clothing, tools, credit union savings, cafeteria charges, union dues, and company store charges.

3. Allow students to use their own plan of organization.



termination

TERMINATING EMPLOYMENT

Unit Goal

Students will explore ways of changing jobs in a positive and appropriate manner.

Topic Outline

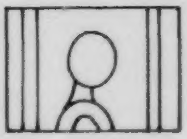
Lesson One: Good Reasons for Terminating a Job

Lesson Two: Resigning the Right Way

Lesson Three: The Exit Interview

Lesson Four: The Letter of Resignation

Lesson Five: Losing a Job



UNIT: TERMINATING EMPLOYMENT

Lesson 1: Good Reasons For Terminating a Job

Educational Concept

At some point during the working years a person will probably change jobs. He/she needs to know the correct way to go about changing jobs and the positive and negative reasons for terminating employment.

Objective(s)

Given basic information on reasons for job termination, the student will:
1. Identify and explain four good reasons for changing jobs.
2. Identify good and bad reasons for terminating a job in given situations.

Mastery will be determined when the student demonstrates an ability to identify the most appropriate means of terminating a job.

Resources Needed

Student Profile Folder
Good Reasons for Terminating a Job (Attachment A)
Situations Causing Job Termination (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Distribute Good Reasons for Terminating a Job (Attachment A). Give students time to study the material. Discuss each of the four reasons as a group.

Exercise 2
Distribute Situations Causing Job Termination (Attachment B). Instruct the students to determine individually whether each situation depicts a good or bad reason for terminating a job. If the reason is good, direct students to circle the number which corresponds to the good or positive reason listed on Attachment A. Collect student responses and discuss using Answers (Attachment C). Grade for mastery.

Exercise 3
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachment B. Evaluation should be predicated on student participation and demonstrated written ability to identify good reasons for terminating a job.

Other Suggested Resources

J.C. Penny Co., **Coheen Divisions: Finding, Getting and Keeping A Job**

UNIT: Terminating Employment
Lesson 1
Attachment A

GOOD REASONS FOR TERMINATING A JOB

At some point in your career you may decide to quit your job. When you apply for a new job, you will likely be asked why you left your old one. If you resigned from your old job for good reasons, it will be easier to get a new one. The following are important reasons that an employer will understand.

1. **An Attractive Job Offer Somewhere Else.** If another job can offer better pay or better working conditions, it makes sense to resign and take the other job. Do not resign until **after** you have been offered another job.

2. **The Present Job Changes.** Your present job may change for various reasons. A machine that changes the way you do your job may be invented (automation). The company may move to another geographical area, but you may want to stay where you are. Your company may reorganize, changing peoples' jobs around. In effect you may find your job so changed that you either cannot or do not want to continue with it.

3. **You Change.** People do change. You may change so much that your job is not right for you anymore. You may become more interested in other kinds of jobs, you may go back to school, or you may, in some other way, learn new skills. At this point you may find that your present job does not suit you anymore and you want to find a new one. Sometimes people realize that certain values have changed. They may want to spend more time with their families, money has become more important to them, etc. Perhaps age or health has changed their ability to perform a particular job. A change in yourself will many times cause you to desire a change in jobs.

4. **You Have a Dead-End Job.** Perhaps your job is one that is not going anywhere. You rarely get a promotion or a raise in pay in such a job. You might like the job so much that it does not matter to you that you may never get a raise. However, a dead-end job may become a problem if you feel a need for things to change and they do not. There may be working conditions with which you are uncomfortable. If there is little chance that things will change so that you feel comfortable with the job, you should think about changing your employment.

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UNIT: Terminating Employment
Lesson 1
Attachment B

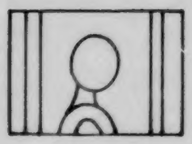
SITUATIONS CAUSING JOB TERMINATION

Reason			Situation
Good?	Bad?		
1,2,3,4	________	1.	I've been here at Charley's for four years now and I still haven't gotten a raise. I really need to leave my parents' home and get an apartment. Besides, with inflation everything costs so much more than it did four years ago. If I don't get a raise here soon, I'm going to have to look for another job.
1,2,3,4	________	2.	So what if I did put too much carbonated water in the Pepsi for three days in a row. That's no reason for him/her to get mad. I'm going to quit!
1,2,3,4	________	3.	Everywhere I work, everybody picks on me. They treat everybody else with respect. I'm going to look for a job where people will not pick on me.
1,2,3,4	________	4.	I'm worried about all this talk of the company moving to Florida. Our son, Johnny, has a chronic illness. The doctors here at the medical school hospital have done wonders for him and I hate to think of moving him to another city. I might have to look for another job here.
1,2,3,4	________	5.	Here's a job exactly like mine, but the pay is higher and there are more benefits. I think I'll explore this possibility for a change in employment.
1,2,3,4	________	6.	I really like my job, but my age is catching up with me. I can't lift the heavy boxes as easily as I once did.
1,2,3,4	________	7.	Since they reorganized the company, I just can't seem to become comfortable with my new duties. I'm considering looking for a job I like better.
1,2,3,4	________	8.	That new labor saving machinery they are talking about buying will probably put me out of a job since I was the last one hired. Maybe I'd better be on the lookout for another job.
1,2,3,4	________	9.	This town just doesn't suit me anymore. I feel I want the excitement of a large city now. I just feel so "in a rut" here. I think I'll consider moving to New York.
1,2,3,4	________	10.	This job was alright as long as it was just John and me, but now there's the baby. The hour's drive puts me home too late to have much time with her. Maybe I should look for a job closer to home.

UNIT: Terminating Employment
Lesson 1
Attachment C

ANSWERS

1. 4 (Good Reason)
2. Bad Reason
3. Bad Reason
4. 3 (Good Reason)
5. 1 (Good Reason)
6. 3 (Good Reason)
7. 2 (Good Reason)
8. 2 (Good Reason)
9. 3 (Good Reason)
10. 3 (Good Reason)



UNIT: TERMINATING EMPLOYMENT

Lesson 2: Resigning the Right Way

Educational Concept

Sometimes a person decides to terminate employment with good reason. He/she needs to know the right way to resign.

Objective(s)

Given basic information on ways to terminate a job, the student will identify the important right and wrong ways of resigning.

Mastery will be determined when the student demonstrates an ability to select the most appropriate means by which to resign.

Resources Needed

Student Profile Folder
Right and Wrong Ways of Resigning (Attachment A)
Resigning the Right Way (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Distribute Right and Wrong Ways of Resigning (Attachment A). Explore the right and wrong ways of resigning by discussing the handout as a group.

Exercise 2
Distribute Resigning The Right Way (Attachment B). Read the instructions to the students before assigning the exercise. Upon completion, collect the responses. Distribute Answers (Attachment C) and discuss.

Exercise 3
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachment B. Evaluation should be based on student participation and demonstrated written ability to identify the most appropriate manner of resignation.

Other Suggested Resources

Relevant Productions, Inc., **How To Get And Hold A Job**

UNIT: Terminating Employment
Lesson 2
Attachment A

RIGHT AND WRONG WAYS OF RESIGNING

DO

--Try to solve the problem without resigning.

--Give your employer two weeks notice.

--Resign politely and in person.

--Write a letter of resignation.

DO NOT

--Resign until you have another job.

--Resign in anger.

--Tell anyone you work with that you are job hunting.

--Criticize your old job when you apply for a new one.

Do try to solve the problem without resigning. Resigning is a very serious step that should be taken only for a good reason and after thoughtful consideration. Do not resign over a small problem. Do your best to solve any problem which arises. Speak to your employer, supervisor, or fellow workers and try to correct the situation. Resign only after all else fails. Do not resign when you are angry. Give yourself time to cool off and think it over.

Do give your employer two weeks notice. If after careful thought you decide to resign for a good reason, tell your employer as soon as possible. Work schedules have to be planned and someone must be hired in your place. Be sure you do not resign until you have another job. If your new job starts in a month, tell your employer a month before you will be leaving (giving notice). There is always the possibility that your employer will offer you a promotion or raise to get you to stay.

Do resign politely and in person. You need to leave behind a good impression when you leave a job. If your employer thinks well of you, he/she will be more willing to recommend you to other employers. Do not ask someone else to give the message of your resignation to your employer. Plan what you will say when you give notice. Be courteous and say something good about the job you are leaving. Thank your employer for giving you the opportunity to work for the company.

Do write a letter of resignation. After you give notice, a short letter of resignation is in order and makes your leaving official. Give a copy to your employer and **keep one for your records.** This method provides proof that you did not just walk away from your job but resigned properly.

Do not resign until you have another job. Someone is more likely to hire you if you have a job. Keep your job until you have a definite job offer somewhere else.

Do not resign in anger. Give yourself time to cool down and think things out. The situation may look different to you later. You will have time to consider other solutions.

Do not tell anyone you work with that you are job hunting. If you tell your co-workers you are looking for another job, the word might get back to your employer. Your boss may then decide to fire you and hire someone else before you have had a chance to locate another job.

Do not criticize your old job when you apply for a new one. You are less likely to be hired if you say bad things about your old job. Employers value loyalty and will think that you will be as loyal to them as you were to your old employer. In giving reasons for looking for a new job, focus on yourself in a positive way. For example: "I enjoy my present job in many ways, but I feel I should improve myself."

REMEMBER!

Rules for Resigning

	DO		DON'T
1.	Try to solve the problem without resigning.	1.	Resign until you have another job.
2.	Give your employer two weeks notice.	2.	Resign in anger.
3.	Resign politely and in person.	3.	Tell anyone you work with that you are job hunting.
4.	Write a letter of resignation.	4.	Criticize your old job when you apply for a new one.

UNIT: Terminating Employment
Lesson 2
Attachment B

RESIGNING THE RIGHT WAY

Mary is soon going to resign from her job, but she is not sure how to go about it. She knows she has already made some mistakes but she is not sure what they are. She has written a letter to her friend, Ann, telling her the plans she has. Some of the things Mary has done are wrong. Using a separate sheet of paper, number 1 to 7 and explain the dos and don'ts that Mary has done.

1000 Center Street
Old City, SC 29000
January 2, 1985

Dear Ann,

Man, am I beat! New Year's Eve at George and Diane's house was a lot of fun. They sure know how to make you feel welcome.

It isn't just that I'm tired today. I have been thinking about this for a long time. As you know, I have been at R.J.'s for about a year now. Since they started opening at 9:30 instead of 10:00, I just can't seem to get to work on time. When Mr. J. called me in three weeks ago, it made me mad and I decided to quit (1). I went back and told this other girl at work that I was going to look for another job (2). She said she didn't blame me and that I should just walk out right now (3).

I interviewed last week for a job at Mac's and they asked me why I was leaving R.J.'s. I just had to tell the truth and say it was because my boss is unreasonable (4).

Well, I have made up my mind. Even though I am over being mad, I think there are a lot of reasons why I would be happier in another place. I am leaving two weeks from this Friday (5). I finally got up enough courage to tell my boss that I'm resigning (6) and will be leaving in two weeks. I am also planning to write a letter of resignation (7).

Wish me luck in finding another job. Hope to see you soon. Maybe I should move to your city and live with you.

Your friend,

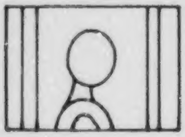
Mary

Mary

UNIT: Terminating Employment
Lesson 2
Attachment C

ANSWERS

1. Don't resign in anger.
2. Don't tell anyone you work with that you are job hunting.
3. Don't resign until you have another job.
4. Don't criticize your old job when you apply for a new one.
5. Do give your employer at least two weeks notice.
6. Do resign politely and in person.
7. Do write a letter of resignation.



UNIT: TERMINATING EMPLOYMENT

Lesson 3: The Exit Interview

Educational Concept

A successful exit interview can be important to future job searches by insuring the good will of the former employer.

Objective(s)

Given the basic information on exit interviews, the student will role play an exit interview including all the points.

Mastery will be determined by an oral demonstration of interviewing skills.

Resources Needed

Student Profile Folder
The Exit Interview (Attachment A)

Learning Activities

Exercise 1
Distribute The Exit Interview (Attachment A). Direct students to share in reading parts of the handout. Discuss as a group.

Exercise 2
Ask for a volunteer and with you acting as the employer, role play an exit interview. Divide the group into pairs. Instruct each pair of students to role play an exit interview for three minutes. Direct the students to reverse roles and simulate another exit interview for three minutes.

Evaluation

Evaluation will be based on the student's participation and his/her demonstrated ability to role play a successful exit interview including all the appropriate points.

Other Suggested Resources

New York Department of Labor, **Why Young People Fail To Get and Hold a Job**

UNIT: Terminating Employment
Lesson 3
Attachment A

THE EXIT INTERVIEW

After careful consideration you have decided to terminate your job for a good reason and are planning an exit interview with your employer. The following points need to be followed in preparing and participating in the exit interview.

Resign politely and in person. Include these details in your explanation.

1. State the fact that you are resigning.

2. Inform your employer what date your last day of work will be. Give at least two weeks' notice.

3. Tell your employer why you are leaving. Be as honest as posible without hurting anyone's feelings. If necessary just say that you have a better job offer somewhere else.

4. Be sure to mention good feelings you have about your present job. No job is all bad.

5. Thank your employer for the job.

6. Ask your employer for permission to give him/her as a reference in future job searches. Thank your employer if he/she agrees. Be courteous and understanding if he/she refuses.

7. If your employer agrees to be used as a reference, ask him/her for a letter of recommendation for your records.

Remember, you need to leave your former employer with good will. Even though you may have a good new job, you never know when you will need to search for a better one and have to use your old employer as a reference.

Whether or not your employer agrees to give you a letter of recommendation, the exit interview can determine his/her future attitude toward you. Make it a **positive** experience for both your employer and yourself.

UNIT: TERMINATING EMPLOYMENT

Lesson 4: The Letter of Resignation

Educational Concept

When resigning from a job, the employee should tell the employer politely and in person at least two weeks prior to leaving. A letter of resignation should follow this step.

Objective(s)

Given the basic information on a letter of resignation, the student will write a letter of resignation.

Mastery will be determined by the student's ability to write a letter of resignation.

Resources Needed

Student Profile Folder
Writing a Letter of Resignation (Attachment A)
Sample Letter of Resignation (Attachment B)

Learning Activities

Exercise 1
Distribute Writing a Letter of Resignation (Attachment A). Explore with students the points which should be covered in a letter of resignation.

Exercise 2
Instruct the students to study the Sample Letter of Resignation (Attachment B), paying special attention to the necessary points. Direct the students to individually write a letter of resignation including all the points in the checklist on Attachment B.

Exercise 3
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the written results of Exercise 2. Evaluation should be based on the student's ability to appropriately resign in written form.

Other Suggested Resources

Coronet Instructional Media, **English on The Job: Writing Skills**

UNIT: Terminating Employment
Lesson 4
Attachment A

WRITING A LETTER OF RESIGNATION

After resigning politely and in person, you need to write a letter of resignation. Remember that this letter will be the last impression that you will make on your employer. Since a good last impression is important, be sure you submit a **neat, easy to read,** and **to the point** letter of resignation.

Include the following information.

1. State the fact that you are resigning.
2. Give the date of your projected last day of work. Give at least two weeks' notice.
3. Include the reason you are resigning. State this as honestly as possible without hurting feelings. Often the easiest thing to do is to say that you have a better job offer somewhere else.
4. Mention something good about the present job.
5. Thank your employer for the job.
6. Thank your employer for agreeing to recommend you to future employers (if he/she did).
7. Thank your employer for agreeing to write you a letter of recommendation for your records (if he/she did).

Follow these steps.

1. Type the letter or have it typed. If you cannot have it typed, write it in your own handwriting using blue or black ink.
2. Use standard 8½" x 11" white paper.
3. Use one side of the paper. If you need more space, use a second sheet.
4. Make your letter neat. Do not allow messy erasures or ink spots. Retype or copy it over if it is not neat.
5. Address your letter to your employer at the business address. Be sure all names are spelled correctly.
6. Be sure your letter is short and to the point.
7. Be sure your spelling and grammar are correct. Refer to a dictionary if you need help. Ask someone you trust to proofread it.
8. Check your letter to see that it includes all the above information.

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UNIT: Terminating Employment
Lesson 4
Attachment B

SAMPLE LETTER OF RESIGNATION

1000 Center Street
Old City, SC 29000
January 4, 1985

Mr. Robert Jones
R. J. Corporation
100 Main Street
Old City, SC 29001

Dear Mr. Jones:

My year with R. J. Corporation has been very educational. Since I will be accepting a job with Mac Corporation on January 21, I am resigning effective January 18, 1985.

Thank you for the chance to work at R. J. Corporation. I would also like to thank you for your agreeing to be used as a reference in future job searches. I really appreciate your writing a letter of recommendation for my records.

Sincerely,

Mary Brown

Mary Brown

Checklist

________ 1. Address and date

________ 2. Employer's name and address

________ 3. Colon after the greeting

________ 4. Something good about the job

________ 5. The fact that you are leaving

________ 6. When you are leaving

________ 7. Why you are leaving

________ 8. Appreciation for the job

UNIT: TERMINATING EMPLOYMENT

Lesson 5: Losing a Job

Educational Concept

At some point during the working years a person may lose a job. He/she needs to know the steps to take after this event takes place.

Objective(s)

Given basic information on the steps to take following the loss of a job, the student will:

1. List the steps in the problem-solving/decision-making process.
2. Demonstrate the decision-making process in selecting a new job.

Mastery will be determined by demonstration of the decision-making process.

Resources

Student Profile Folder
Steps to Take After Losing a Job (Attachment A)
The Problem-Solving/Decision-Making Process (Attachment B)
Situations Causing Job Termination (Attachment C)

Learning Activities

Exercise 1
Distribute Steps To Take After Losing a Job (Attachment A). Give students time to study the materials. Discuss as a group.

Exercise 2
Give a brief quiz, asking students to list the four steps to take after losing a job. Collect the written responses. Grade for mastery.

Exercise 3
Distribute The Problem-Solving/Decision-Making Process (Attachment B). Give students time to study the material. Discuss as a group

Exercise 4
Distribute Situations Causing Job Termination (Attachment C). Divide the class into groups of four. Assign each group a problem from Attachment C. Instruct each group to follow the steps in Problem-Solving (Attachment B) and find an appropriate decision for the assigned situation. Upon completion, discuss group responses as a class.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the written results to Exercise 2. Evaluation should be predicated on student participation and demonstrated ability in decision making.

Other Suggested Resources

Guidance Associates, **Why Work At All**

STEPS TO TAKE AFTER LOSING A JOB

1. **Find out why you lost your job.** If you do not know why you lost your job, find out. Ask your employer. If it was because of something you did, you should do what is necessary to see that it does not happen on your next job. If you think you were fired for an unfair reason, find out what you can do about it.

2. **Find out what benefits you have coming.** Does your company give separation (severance) pay which is usually one or two weeks' pay given to you when you leave to help out while you look for a new job? Will you qualify for unemployment compensation? This is money that the government pays to people who have lost their jobs. Check with the Unemployment Office (in the telephone book under South Carolina, State of).

3. **Decide what kind of job you want next.** Now can be a good time to think about any changes you want to make in your career. Do you want another job just like the one you lost? Or would it be a good idea to try something different? Consider all options before you look for a new job.

4. **Begin a new job search.** Tell others that you are searching for a new job. Once you have lost a job, you cannot lose anything by telling other people and you may have much to gain. Check the want ads. Call, write, or visit possible job sites. Check with the Employment Security Commission (in the telephone book under South Carolina, State of). This employment service is free. Since you have gone through a job search before, you should know what to do this time.

REMEMBER!

YOU NEED TO:

1. Know why you lost your job.
2. Know what benefits you have coming.
3. Decide on your next job.
4. Begin a new job search.

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THE PROBLEM-SOLVING/DECISION-MAKING PROCESS

Problems! Problems! We all have them; every job is full of them. Eliminate any tendancy to ignore them. Learning a good method of solving problems and making decisions and using it until it becomes a habit will ease your life and prepare you for future job success. Practice the following simple problem-solving/decision-making process for at least 21 days and you will have begun to form a valuable habit.

Step 1: Identify the problem.
Identify the problem as specifically and in as much detail as you can. You cannot solve a problem efficiently unless you identify it first. Ask yourself, "What exactly is the problem?"

Example: I am a new salesperson. I have never sold anything before, but I have a good personality and like to meet people. I need to earn some money soon. What is the problem?

Step 2: Collect data.
Using any resource available — the library, your friends, etc., collect as many facts and opinions as you believe you will need to solve the problem. However, do not spend so much time on this step that you do not progress rapidly to the next step.

Example: I could research selling for months.
1. Get books on selling.
2. Talk to my friends who are salespeople, etc.

Step 3: Brainstorm solutions.
Without judging whether solutions are good or bad, think of as many solutions as you can. Don't let any solution be too "far out" to consider.

Example:
1. Take a sales course.
2. Make a list of prospects.
3. Role play selling.
4. Make a tape of my sales presentation.
5. Go out and sell.
6. Learn my product.

Step 4: Decide on a desirable result.
Decide what you would like the result of the best solution to be. What would be the most desirable thing that would happen when the problem is solved?

Example: I would sell a lot of my product.

Step 5: Choose a solution.
From the creative solutions in Step 2, choose the solution that will most likely give you the results desired in Step 3. The best solution may be a combination of two or three solutions from Step 3.

Example: Learn about my product, learn a sales presentation, and go out and sell.

Step 6: Act.
Take action on the solution. This is probably the most important step of all.

Example: Many a salesperson has spent countless hours getting ready while his/her colleague is bringing in orders. Sell!

SITUATIONS CAUSING JOB TERMINATION

Situation

1. I've been here at Charley's for four years now and I still haven't gotten a raise, but I really need to leave my parents' home and get an apartment. Besides, with inflation everything costs so much more than it did four years ago. If I don't get a raise here soon, I'm going to have to look for another job.

2. So what if I did put too much carbonated water in the pepsi for three days in a row. That's no reason for the boss to get mad. I'm going to quit!

3. Everywhere I work, everybody picks on me. They treat everybody else with respect. I'm going to look for a job where people will not pick on me.

4. I'm worried about all this talk of the company moving to Florida. Our son, Johnny, has a chronic illness. The doctors here at the medical school hospital have done wonders for him and I hate to think of moving him to another city. I might have to look for another job here.

5. Here's a job exactly like mine, but the pay is higher and there are more benefits. I think I'll explore this possibility for a change in employment.

6. I really like my job, but my age is catching up with me. I can't lift the heavy boxes as easily as I once did.

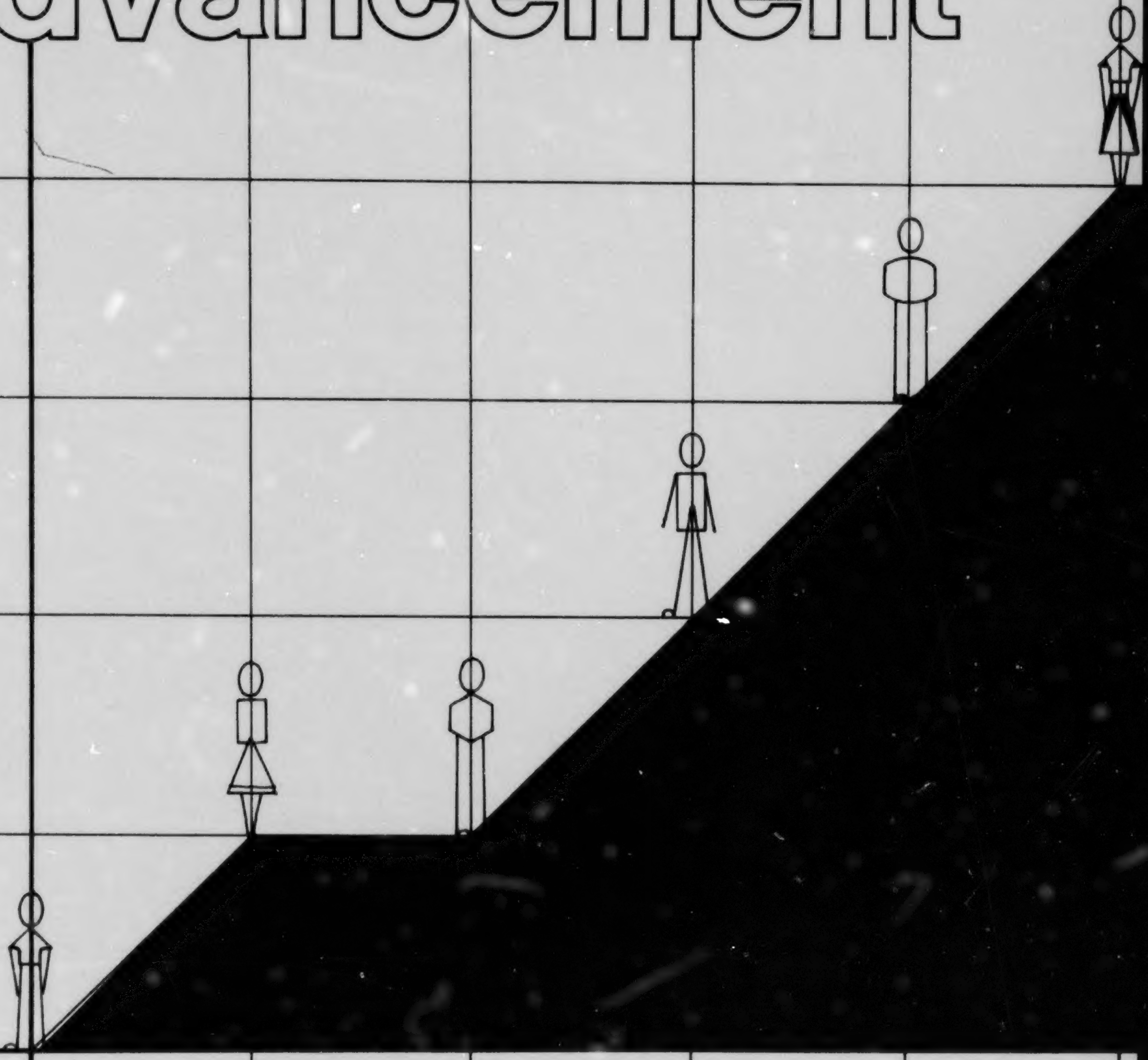
7. Since they reorganized the company, I just can't seem to become comfortable with my new duties. I'm considering looking for a job I like better.

8. That new labor saving machinery they are talking about buying will probably put me out of a job since I was the last one hired. Maybe I'd better be on the look out for another job.

9. This town just doesn't suit me anymore. I feel like I'm in such a rut here. I want the excitement of a large city now. I think I'll consider moving to New York.

10. This job was alright as long as it was just John and me, but now there's the baby. The hour's drive puts me home too late to have much time with her. Maybe I should look for a job closer to home.

job advancement



JOB ADVANCEMENT

Unit Goal

Students will become aware of the personal characteristics which lead to job advancement.

Topic Outline

Lesson One: Attitudes Which Lead to Job Advancement

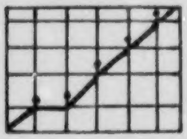
Lesson Two: Work Habits Which Lead to Advancement

Lesson Three: Setting Goals for Job Advancement

Lesson Four: Identifying and Communicating Skills

Lesson Five: Educational Planning

Lesson Six: Asking for a Promotion



UNIT: JOB ADVANCEMENT

Lesson 1: Attitudes Which Lead to Job Advancement

Educational Concept

The attitude of an employee determines to a large degree not only job success but also the opportunity for job advancement. A good attitude about the job and company is a prerequisite to being considered for job advancement. An employee must show the employer that advancement is deserved.

Objective(s)

Given basic information on attitudes, the student will identify good work attitudes that lead to job advancement.

Mastery will be demonstrated when the student recognizes the importance of work attitudes and their relationship to job advancement.

Resources Needed

Student Profile Folder
Attitudes Which Lead to Advancement (Attachment A)
Attitudes Which Lead to Advancement — Case Problem (Attachment B)
Whom Would You Promote? — Case Problems (Attachment C)
Do I Have Good Work Attitudes? (Attachment D)
Answers (Attachment E)
Student Evaluation Checklist for Job Advancement Unit (Attachment F)
(Use this checklist with each lesson in the unit and place in Student Profile Folder along with each written exercise.)

Learning Activities

Exercise 1
Distribute Attitudes Which Lead to Advancement (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Attitudes Which Lead to Advancement -- Case Problem (Attachment B). Carefully read the case problem and the instructions to the problem. Ask students to think of ways they can show a good attitude, basing their thinking on the discussion in Exercise 1. Instruct the students to complete the case problem. Upon completion, discuss student responses as a group.

Exercise 3
Distribute Whom Would You Promote? — Case Problems (Attachment C). Read the instructions to the class. Ask students to pretend they are the employer as a basis for completing the exercise. Have students complete the exercise as instructed. Upon completion, discuss student responses as a group.

Exercise 4
Distribute Do I Have Good Work Attitudes? (Attachment D). Instruct students to match each statement with the attitude it describes. Upon completion, collect student answers and discuss with the group. Grade for mastery.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachments B, C and D. Evaluation should be based on student participation and written ability to correctly recognize appropriate work attitudes. Attachment F should be used to rate student participation.

Other Suggested Resources

Como, Jay, **Surviving on the Job**
Kimbrell, et. al., **Succeeding in the World of Work**
Littrell, J.J., **From School to Work: A Cooperative Education Book**

Follow-Up (or Outside Class) Activities

Instruct students to identify someone in the community who is considered a successful business person. Once identified, direct the students to interview the person and ask these specific questions.

1. Did good work attitudes contribute to your success?
2. What are some of the most important attitudes you feel contribute to job success?
3. As a new employee, what advice would you give to increase my desire for job advancement?

Upon completion of the interview, ask students to write a brief report about the experience.

ATTITUDES WHICH LEAD TO ADVANCEMENT

You have read about good work habits which may help you improve on the job. Another important way for you to show your employer that you deserve advancement is to have a good attitude.

There are some ways in which you can show that you have a good attitude about your work.

Work hard without being told. Your employer will appreciate your putting forth effort to get the job done. He/she will be more impressed if you work without someone standing over you all the time to see that you work hard.

Be willing to learn. If you show interest in gaining new skills, your employer may consider you for a training program, which could mean an advancement.

Be cooperative and friendly. It is important for you to be cooperative about office space, work schedules, etc. You must learn to get along with other employees and be thoughtful of their needs.

Show loyalty. When you are away from work, you should not say bad things about your employer or your job. There are things about your work that may be confidential; you should never talk about such things when off duty.

Be willing to adjust to change. Some companies find it necessary to ask their employees to change their work schedules or to go on a different shift. You should make every effort to do this, and you will show your employer that you are cooperative and dependable.

Be interested and enthusiastic about your job. Everyone becomes tired and bored with their job at times. It is important that you make yourself remain interested and enthusiastic about what you are doing, because what you are doing is important.

Kentucky Department of Education. **Employability Skills,** "Moving Up the Job Ladder" (Module ES-18). Bloomington, Ky., 1979.

UNIT: Job Advancement
Lesson 1
Attachment B

ATTITUDES WHICH LEAD TO ADVANCEMENT — CASE PROBLEM

Check your knowledge of how your attitude can help you improve on the job by reading the following case situation and completing the activity.

Mr. Farmer needed a person to manage one of his grocery stores. There were several employees who had worked there for a long time and who had the skill to do the job, but Mr. Farmer also felt he needed a person who could meet customers well and who demonstrates a good attitude about the job.

Name six ways that an employee could show Mr. Farmer that he/she has a good attitude about the job.

____

____

____

____

____

____

WHOM WOULD YOU PROMOTE? — CASE PROBLEMS

Pretend for a moment that you are in a position to promote workers to a higher position. What do you look for to determine which workers to promote? Job skill is a very important area to consider when promoting, but the attitude of the worker is just as important. Every employer knows that no matter how skilled a person is, a bad attitude will eventually spell trouble.

What are attitudes and how do you know the difference between workers with good attitudes and those with bad attitudes? We'll let you be the judge. Listed below are certain types of attitudes and reports on workers turned into you by your supervisors. Which workers would you promote based on their attitudes?

Pick one out of each two cases that you think describes the better attitude.

1. **Dependability** — Your employer can count on you to be at work everyday unless you have a **very** good reason. The employer also knows that you'll be on time and that you will actually be working. Your employer feels good about paying you because you have truly earned your pay. You can be trusted.

   Supervisor's Report

   a. Jane is our most skilled worker in her area. She has a lot of potential. However, Jane is often late for work and doesn't seem to enjoy her job.

   b. Susan is also a skilled worker. She's not the most skilled but gets the job done. Susan is always on time and seldom complains about her job even though it is routine and repetitive type work.

2. **Initiative** — You are able to work on your own; your supervisor does not have to stay with you to make sure you work. When you finish with a job you go on to the next job (provided you know what to do and it's safe to do so). You will even help another worker who isn't finished.

   Supervisor's Report

   a. Jill is a good welder. She's not the fastest welder, but she gets a lot done because she goes right on to the next task without being told. She will often help someone else when her own work is done.

   b. Bob is a very good welder, maybe the best. Bob's only problem is that when he finishes a job, you have to find him to get him started on the next one.

3. **Cooperative** -- You work well and are friendly with other people. You perform well as a team member, realizing that getting the job done is more important than who gets the credit.

   Supervisor's Report

   a. Ann can do anything as long as she works by herself. When Ann works with someone else an argument always seems to come up.

   b. Jack is a good worker. He works especially well with other people. Jack is usually put in charge when a team effort is needed to get the job done, but he works equally well if someone else is in charge.

4. **Cheerfulness** -- You greet people with a smile and a kind word. You may have a lot to complain about, but you know the job is not the place for grumbling and complaining. You know that no one likes being around a grouch.

   Supervisor's Report

   a. Kevin gets the job done but is constantly complaining about work, the world situation, personal problems, and everything in general. Kevin has been passed over twice for promotions and he is, of course, complaining about that.

   b. Betty is a very friendly and competent worker. The other employees enjoy working with her and many have said she would make a good supervisor.

5. **Acceptance of Criticism** -- A new worker is going to make mistakes and so are more experienced ones. When you make a mistake, you listen when someone corrects you and try to understand how to do it right the next time. You realize that no one is perfect even though you strive to do the best possible job and you know that getting mad or having hurt feelings will not help.

   Supervisor's Report

   a. Ray has been with us a year now. He has progressed very fast. He does not get upset when his methods are criticized and actually asks more experienced workers for help.

   b. Steve has been with the company for two years now. He does a good job, but insists on doing things his way. When he was a new worker, he refused to listen to advice from more experienced workers and is still considered a loner.

6. **Loyalty** -- You may not agree with everything your company does, but you support it and work through the proper company channels to make improvements. If you felt the company was really wrong on an issue and was not willing to change, you would find another job rather than complain to people outside the company or to co-workers.

Supervisor's Report

a. Alfreda is a good worker who has been passed over for promotion due mainly to the fact that she doesn't have a high school diploma. She doesn't complain about it, but is looking for another job. (She recently has passed the GED Test.)

b. Allen is a good worker but is a constant complainer. He's been passed over twice for promotions and often threatens to quit.

7. **Openness to Change** -- You realize that technology is bringing fast changes to the world of work. Knowing this you are open to the fact that your job will change and you may even need retraining. You are the type person who is constantly looking for new ways of doing things and improving yourself.

Supervisor's Report

a. Kyle is one of our most skilled machinists. He works well with others, but has a problem acepting change. Kyle insists on using equipment he is accustomed to even though he falls behind in production.

b. Tony is a good machinist and works well with others. He adapts to new equipment and is going to night school to improve himself.

Kentucky Department of Education. **Employability Skills,** "Moving Up the Job Ladder" (Module ES-18). Bloomington, Ky., 1979.

UNIT: Job Advancement
Lesson 1
Attachment D

DO I HAVE GOOD WORK ATTITUDES?

Match each statement with the attitude it describes.

_______ 1. Initiative

_______ 2. Cheerfulness

_______ 3. Dependability

_______ 4. Acceptance of Criticism

_______ 5. Loyalty

_______ 6. Cooperation

_______ 7. Willing to change

A. Is always on time

B. Does not complain about the company

C. Is not a grouch; keeps a pleasant manner

D. Works as a team member

E. Finishes one job and goes to another

F. Does not get mad when corrected

G. Is willing to retrain and try new methods

Kentucky Department of Education. **Employability Skills,** "Moving Up the Job Ladder" (Module ES-18). Bloomington, Ky., 1979.

UNIT: Job Advancement
Lesson 1
Attachment E

ANSWERS

1. E
2. C
3. A
4. F
5. B
6. D
7. G

UNIT: Job Advancement
Lesson 1
Attachment F

STUDENT EVALUATION CHECKLIST FOR JOB ADVANCEMENT UNIT

DIRECTIONS: Indicate the level of the student's accomplishment for each lesson's written activity by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If an activity was not used in a lesson or impossible to complete, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
Lesson 1 1. Attitudes Which Lead To Advancement Case Problem (Attachment B)						
2. Whom Would You Promote -- Case Problems (Attachment C)						
3. Do I Have Good Work Attitudes? (Attachment D)						
4. Interview (Follow-Up Activity)						
Lesson 2 1. Work Habits Which Lead to Advancement Worksheet (Attachment B)						
Lesson 3 1. Life Goals Worksheet (Attachment A)						
Lesson 4 1. Identifying and Communicating Skills Worksheet (Attachment C)						
2. Additional Assignment (Follow-Up Activity)						
Lesson 5 1. Educational Planning Worksheet (Attachment C)						
Lesson 6 1. Asking for a Promotion Worksheet (Attachment B)						
2. Interview (Follow-Up Activity)						

UNIT: JOB ADVANCEMENT

Lesson 2: Work Habits Which Lead to Advancement

Educational Concept

There are many things that an employee can do on the job in order to be considered a good employee worthy of advancement. The skill that an employee brings to the job is of great importance, but other good employee habits are just as vital to job advancement. Many employees are successful in achieving job advancement because they have developed an excellent set of work habits.

Objective(s)

Given basic information on work habits, the student will identify good work habits that lead to job advancement.

Mastery will be determined when the student demonstrates recognition of good work habits and their relationship to job success.

Resources Needed

Student Profile Folder
Work Habits Which Lead to Advancement: Points To Ponder (Attachment A)
Work Habits Which Lead to Advancement Worksheet (Attachment B)
Answers (Attachment C)

Learning Activities

Exercise 1
Distribute Work Habits Which Lead to Advancement: Points to Ponder (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Review various sections of the chapter on Work Attitudes and Habits as an informational support to this review of work habits.

Exercise 3
Distribute Work Habits Which Lead to Advancement Worksheet (Attachment B). Ask students to think of the work habits discussed in Exercise 1. Read the instructions on the worksheet to the students. Direct the students to complete the worksheet writing good work habits with each set of pictures. Upon completion, discuss student responses as a group.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachment B. Evaluation should be predicated on student participation and demonstrated written ability to recognize appropriate work habits which lead to job advancement. Attachment F, Lesson 1, should be used to rate student participation.

Other Suggested Resources

Florida Department of Education, **Good Work — Employability Skills Series**

Follow-Up (or Outside Class) Activities

Invite a successful business person to address the class on the topic "Developing Good Work Habits in Order to Obtain Job Advancement." Ask the speaker to specifically address the following questions.

1. How did the possession of good work habits affect your job advancement?
2. What did you do to develop good work habits?
3. Which work habits contributed most to your advancement?
4. Where does an individual begin to develop such a set of work habits?

Following the presentation, instruct the students to write a brief report outlining the specific answers to the above questions.

WORK HABITS WHICH LEAD TO ADVANCEMENT: POINTS TO PONDER

There are many things that you can do in your job to be considered a good worker worthy of advancement. The skill you bring to your job is of great importance, but other good work habits are just as important. The following paragraphs will discuss some important work habits that may help you grow in your job.

Come to work on time. Your employer may get angry when you are late getting to work. You have a job to do and when you are late, the company loses money and time. You must arrange your personal life and your transportation so that you can get to your job on time. You should not miss work without a good reason, such as illness or vacation. If something unexpected happens to make you late to work, call your employer and explain the situation.

Be honest and dependable. One thing that no employer will accept is dishonesty on the job. Opportunities can arise for you to take goods home from work. You might think that the company or business would never miss such a few items, but it is still wrong and dishonest. Some employees may not realize that they are stealing when they give their friend an extra dip of ice cream or charge a friend less than they should to repair their car. Even though this kind of action seems harmless to you, it will be considered dishonest by your employer and he/she may feel that you can no longer be depended upon.

Obey safety rules. Many jobs involve a certain amount of danger. For this reason, safety rules are necessary to prevent accidents. Some workers may have to wear hard hats, goggles, and other special clothing. In many jobs, smoking is prohibited to prevent the possibility of fires. If your job involves any kind of special safety precautions, you must obey the safety rules.

Practice good grooming. Employers know that customers and co-workers like to deal with people who are clean, healthy looking, and neatly dressed. Sometimes a company is judged by the appearance of its workers, so most employers insist that their workers have good grooming habits. The most important rule in good grooming is clean hair, clothes, body, fingernails, and breath. Another important part of good grooming is good posture, proper weight, and pleasant manners. A third important rule is proper and appropriate dress. You should wear the clothes, jewelry, and hairstyle that are suited to the kind of work you do. Any employer will tell you that good grooming can play a big part in whether or not you, as an employee, are promoted.

Use time wisely. When you have work to do, do not waste time talking with other employees or taking long coffee breaks. Another thing to be avoided is talking to your friends on the company telephone. You are not only wasting work time, but you are tying up the phone when customers try to call the company.

Plan your work carefully and stick to a schedule and then your work will be completed on time. Keep your work area free of clutter, so you do not waste time searching for equipment and tools.

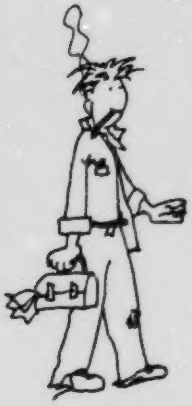
Strive for improvement. Everyone makes mistakes when they are new at their job, but they should not continue to make the same mistakes. Ask for help from your boss or other employees who have more experience than you. Listen to their suggestions and follow their advice. If the opportunity comes for you to receive more training, accept the offer. Try to keep informed about your work by reading and listening to others. If you learn about new methods which could aid you in your work suggest them to your employer. Don't be afraid to suggest new ideas!

Kentucky Department of Education. **Employability Skills,** "Moving Up the Job Ladder" (Module ES-18). Bloomington, Ky., 1979.

UNIT: Job Advancement
Lesson 2
Attachment B

WORK HABITS WHICH LEAD TO ADVANCEMENT WORKSHEET

Look at the six sets of pictures. Circle the letter of each picture that shows a work habit that will help lead to advancement. Then under each set of pictures, write a good work habit that fits the pictures.



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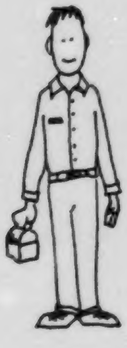

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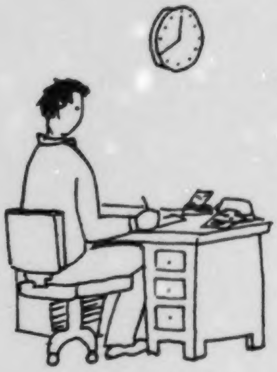

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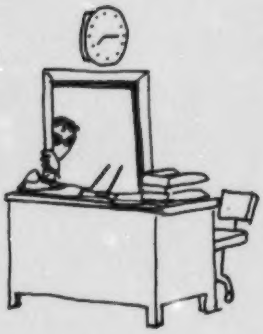

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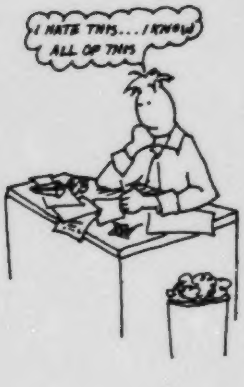
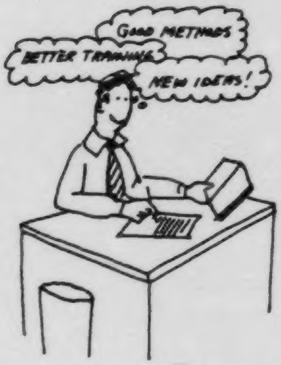

I HATE THIS... I KNOW ALL OF THIS

A


GOOD METHODS
BETTER TRAINING
NEW IDEAS!

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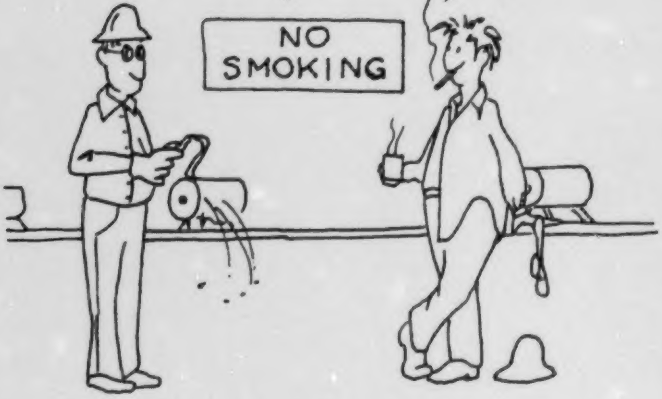

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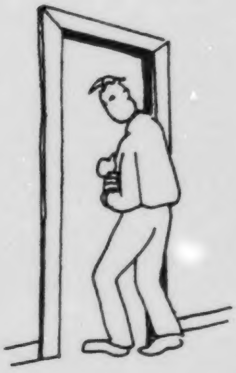

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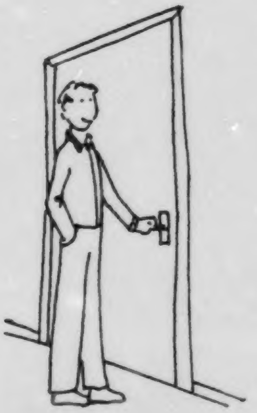

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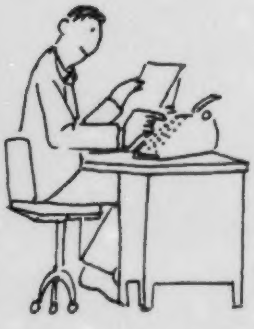

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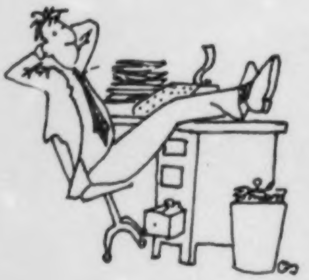

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UNIT: Job Advancement
Lesson 2
Attachment C

ANSWERS

1. Picture B — Practice good grooming.
2. Picture A — Come to work on time.
3. Picture B — Strive for improvement.
4. Picture A — Obey safety rules.
5. Picture B — Be honest and dependable.
6. Picture A — Use time wisely.

UNIT: JOB ADVANCEMENT

Lesson 3: Setting Goals for Job Advancement

Educational Concept

Goals are the most powerful tools a person can use to find not a good job, but a great job and a more satisfying life. Setting goals will lead a person to what is next in their job and in life. Setting goals will help a person sustain energy and life and this is why a goal for job advancement is extremely important for accomplishing it. Stating goals for advancement helps an employee clarify where to go and how to get there.

Objective(s)

Given basic information on goal setting, the student will identify and develop work goals and other important selected goals as they affect job advancement.

Mastery will be demonstrated when students set life goals and develop a monitoring plan for reaching those goals.

Resources Needed

Student Profile Folder
Goal Setting: Points To Ponder (Attachment A)
Life Goals Worksheet (Attachment B)
Four-Step Goal Setting Formula Handout (Attachment C)

Learning Activities

Exercise 1
Distribute Goal Setting: Points to Ponder (Attachment A). Give the students time to study the material. Discuss as a group.

Exercise 2
Distribute Life Goals Worksheet (Attachment B). Remind the students of the definition of a "goal" as stated in Attachment A. Read each section to the class. Instruct students to complete the exercise, summarizing their future goals under the appropriate headings. Upon completion, discuss student responses with the class using these questions.

1. Have you set goals in the listed areas before?
2. Do you feel that setting goals is helpful in planning your future?

Exercise 3
Distribute Four-Step Goal Setting Formula Handout (Attachment C). Read each step carefully as a group. Instruct the group to complete Step 1. Upon completion, direct the students to Step 2 taking each step as a group until all four steps are completed by each individual.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the results of Attachments B and C. Evaluation should be based on student participation and the student's written ability to set goals. Attachment F, Lesson 1, should be used to rate student participation.

Other Suggested Resources

Holdane, et. al., **Job Power: The Young People's Job Finding Guide**

GOAL SETTING: POINTS TO PONDER

Goal setting is the key to all fulfillment and achievement. A goal is a target toward which you move. Planning your next step in your job and career is a means of setting a goals for your current assignment. Setting your goals is a matter of choosing which direction you want to go with your job and career. Goals are useful in that they help you move from where you are toward somewhere else.

You have to set goals and plan to determine the future of your job and career because it is extremely hard to hit a target that does not exist. The story about the hunter illustrates this point. Once there was a hunter walking in the woods. While he was walking he fired a shot into the trees and stated that he sure hoped something ran into that shot. Chances were slim that he was going to have anything on the supper table. Now if you saw that hunter in the woods and he pulled a head down on the game that he was hunting and then fired a shot, he would be more likely to have something on the supper table. He has a specific, identifiable goal. The same is true for job advancement. You must have a goal for advancement and know where you want to go if you are going to get there.

UNIT: Job Advancement
Lesson 3
Attachment B

LIFE GOALS WORKSHEET

Summarize your future goals by answering the following questions.

1. **Work Goals** -- What kind of work do you want to do? Name specific career areas or names of occupations that you've thought about.

   ____

   ____

   ____

   ____

2. **Personal Relationship Goals** -- What kinds of relationships do you want with your friends, parents, co-workers, and others?

   ____

   ____

   ____

   ____

3. **Non-Work Goals** -- What types of free time activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take? What are your hobbies?

   ____

   ____

   ____

   ____

4. **Learning Goals** -- What would you like to know more about? What skills do you want to develop?

   ____

   ____

   ____

   ____

5. **Lifestyle Goals** -- How do you want to live? Type of home? Income? Possessions?

____

____

____

____

Illinois Department of Education. **Methods and Materials for Teaching Occupational Survival Skills,** 1978.

UNIT: Job Advancement
Lesson 3
Attachment C

FOUR-STEP GOAL SETTING FORMULA HANDOUT

Goals should be set for the short term so that one can quickly see results and how strengths and achievements relate to the way you want to grow. When you develop these lists of short-term goals you possess a kind of barometer which you should check from time to time to find out how you are progressing toward your goals.

Step 1 — Use your imagination to take yourself six months into the future and then look back. Write down what you would like to look back on as having been accomplished. Go into a fair amount of detail — savings, vacation, relations, leisure time activities, things to buy, job duties and responsibilities, etc.

Step 2 — use your imagination to take yourself three months from now. What must you have done by then to be halfway toward your six-month goals? Write those activities down. Then reexamine your six-month goals and try to decide if they appear attainable. Where it seems they are not attainable because of circumstances only you can know about, modify them.

Step 3 — Come closer in your imagination to a time one month from now. What must you have done during that month to be a third of the way to your three-month goals?

Step 4 — What must you do now to get started toward your goals? List those things as best you can. Modify your one, three, and six-month goals as you think best, and get going on what you must do in the next few days. Be sure, however, to keep a record of what you have done and what you have started.

Holdane, Bernard, et. al. **Job Power: The Young People's Job Finding Guide.** Acropolis Books, Ltd., 1982.

UNIT: JOB ADVANCEMENT

Lesson 4: Identifying and Communicating Skills

Educational Concept

An easy way for an employee to communicate dependability, reliability, and progress on a job is through identifying skills and summarizing the most significant work-related achievements. Skills can be technically defined as a sub-group of something called a job. A job is a sub-group of a field and a field is a sub-group of a career. Skills can be thought of as something you work to acquire. They can include specific abilities such as playing the piano, programming a computer, or playing tennis.

Objective(s)

Given basic information on communication skills, the student will identify and communicate skills that contribute to achievements.

Mastery will be demonstrated when the student lists achievements and communicates the skills used to make them happen.

Resources Needed

Student Profile Folder
Identifying and Communicating Skills: Points to Ponder (Attachment A)
Identifying and Communicating Skills -- Examples (Attachment B)
Identifying and Communicating Skills Worksheet (Attachment C)

Learning Activities

Exercise 1
Distribute Identifying and Communicating Skills: Points to Ponder (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Distribute Identifying and Communicating Skills -- Examples (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 3
Distribute Identifying and Communicating Skills Worksheet (Attachment C). Emphasize to the students that this exercise is based on the use of the examples in Attachment B. Inform students that their achievement experiences may come from any area of their life, work, school, hobbies, etc. Direct the students in completing the exercise by writing an achievment experience followed by listing as many skills as possible for each experience. Upon completion, discuss student responses as a group.

Exercise 4
File completed work in Student Profile Folder.

Evaluation

Student Profile Folders should include the written results of Attachment C. Evaluation should be predicated on student participation and a demonstrated written ability to associate communication skills with job success. Attachment F, Lesson 1, should be used to rate student participation.

Other Suggested Resources

Shrank, **Life Plan: A Practical Guide to Successful Career Planning**

Follow-Up (or Outside Class) Activities

Divide the class into groups of three or four. Instruct the class to repeat Exercise 3 by writing additional experiences and skills. Upon completion, have each group member read an experience to the sub-group. Ask the sub-group members to identify additional skills that could be associated with the achievement experience. The student will write the additional skills with those already stated.

IDENTIFYING AND COMMUNICATING SKILLS: POINTS TO PONDER

An easy way for an employee to communicate dependability, reliability, and progress on a job is through identifying skills and summarizing his/her most significant work-related achievements. A skill is an expertise that an employee develops through practice and study. Skills help workers achieve goals such as 1) knowing themselves better, 2) making positive career decisions, and 3) waging a successful job advancement campaign. Therefore, workers should discover what skills they possess in order to be able to acknowledge them and to communicate them to co-workers and supervisors. Skills should also be expanded so that an employee may develop them to the best of his/her potential.

An employee should try to list monthly at least four and up to ten achievements and the skills used to accomplish these achievements. This list should be communicated to the supervisor and the worker should ask for feedback on the list. After doing this for several months and obtaining positive feedback, an employee will be ready to ask about the possibility of assignments or tasks that could result in job advancement.

Awareness of skills will assist a worker in clarifying growth directions and self-development on a job. By identifying skills, employees can pinpoint those job tasks they are most likely to do well and enjoy. Both the worker and employer gain from the communication of skills and achievements because the employee will have more opportunity for growth and the employer will have an opportunity to gain through the better use of a worker's skills.

Holdane, Bernard, et al. **Job Power: The Young People's Job Finding Guide.** Acropolis Books, Ltd., 1982.

UNIT: Job Advancement
Lesson 4
Attachment B

IDENTIFYING AND COMMUNICATING SKILLS — EXAMPLES

Achievement Experience	Skills/Talent Shown
Learning to prepare meals. I first cooked a meal for six people. Each person said the meal was very good. Everything involved such as buying all the items, preparing and cooking all the food, and cleaning everything up afterwards was done entirely by myself.	Talent to work with things that are edible. Precise, correct and orderly in doing things. Followed through and completed a job. May possess some skill in homemaking.
Being a courier in a hospital. I was depended on by both doctors and nurses to carry things from one part of the hospital to another or to deliver items to another person.	Trustworthy and dependable person. Attentive and observant in finding the way around. Possesses a good memory for retaining information. Possesses physical endurance. Enjoys hospital environment. Good human relations skill.
Operated an electric mimeograph machine. Placed and positioned stencil on the drum, correctly piled the paper, properly inked the machine, and made necessary adjustments for it to run straight. Then I completely finished the job.	Follows through and completes an assigned job. Plans and organizes well. Arranges things in an orderly and neat manner. Has ability to operate simple mechanical equipment. Works well independently.

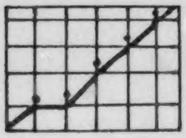
Holdane, Bernard, et. al. **Job Power: The Young People's Job Finding Guide.** Acropolis Books, Ltd., 1982.

UNIT: Job Advancement
Lesson 4
Attachment C

IDENTIFYING AND COMMUNICATING SKILLS WORKSHEET

Using the examples in Attachment B as a guide, list at least five achievement experiences related to any area of your life. List as many skills as possible that you used to make the achievement happen. Write your answers on a separate sheet of paper using this format.

	Achievement Experience	Skills/Talent Shown
1.		
2.		
3.		
4.		
5.		



UNIT: JOB ADVANCEMENT

Lesson 5: Educational Planning

Educational Concept

A job rarely provides all the opportunities for personal and professional growth automatically. On the other hand, a formal academic education does not always automatically increase your skills and opportunities for job advancement. An employee should use his/her career objective as the main reference point in planning for continuing education.

Objective(s)

Given basic information on educational planning, the student will recognize the importance of educational planning in achieving job advancement.

Mastery will be demonstrated when the student explains how educational planning relates to job advancement and provides examples of the types of education available.

Resources Needed

Student Profile Folder
Educational Planning for Job Advancement (Attachment A)
Types of Education Available (Attachment B)
Educational Planning Worksheet (Attachment C)

Learning Activities

Exercise 1
Distribute Educational Planning for Job Advancement (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Instruct students to talk to five people in jobs they would like to pursue. Have students make a list of specific tasks employees must perform and the training required.

Exercise 3
Distribute Types of Education Available (Attachment B). Give students time to study the material. Discuss as a group.

Exercise 4
Distribute Educational Planning Worksheet (Attachment C). Inform the students that the questions to be answered are based on the materials and discussion from Exercises 1 and 2. Insruct the students to complete the exercise questions as completely as possible. Upon completion, discuss student responses as a group.

Exercise 5
File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should include the results of Attachment C and Exercise 2. Evaluation should be based on student participation and a demonstrated written ability to recognize the value of educational planning to job advancement. Attachment F, Lesson 1, should be used to rate student participation.

Other Suggested Resources

Armstrong, et. al., **Lifeworks — You and The World of Work**

UNIT: Job Advancement
Lesson 5
Attachment A

EDUCATIONAL PLANNING FOR JOB ADVANCEMENT

A job rarely provides all the opportunities for personal and professional growth automatically. On the other hand, formal academic education does not always automatically increase your skills and opportunities for job advancement. An employee should use his/her career objective as the main reference point in planning for continuing education.

Educational planning is used to pick up additional skills for work that an employee is presently doing, or for the job he/she intends to move into. It is a way for an employee to make sure that his/her strengths and skills are developed. In educational planning, employees can see clearly what they want to accomplish and how they can work toward their job goals. The employee who understands his/her strengths and limitations is going to plan educational opportunities better than one who does not. This employee will choose further education that will allow him/her to have a better opportunity for future advancement in his/her work. The doors to job advancement are often dependent upon further education or training that is to be obtained. Education has become a lifelong process with a person's abilities, attitudes, interests, and goals determining the kind of further education that is needed.

Shertzer, Bruce. **Career Exploration and Planning**, Houghton Mifflin Co., 1976.

TYPES OF EDUCATION AVAILABLE

1. Seminar, workshop, etc. offered by organizations, schools or individuals
2. Apprenticeships
3. Community colleges
4. Weekend college
5. Private, trade or technical schools
6. Home study through correspondence courses
7. Industrial training programs
8. Government training programs
9. Military training
10. Cooperative education
11. Four-year college or university
12. TV/college courses
13. Tutors
14. Non-profit agencies giving training to special clients with particular backgrounds

Shertzer, Bruce. **Career Exploration and Planning,** Houghton Mifflin Co., 1976.

UNIT: Job Advancement
Lesson 5
Attachment C

EDUCATIONAL PLANNING WORKSHEET

1. Why is educational planning important to job advancement?

2. How does understanding one's strengths and limitations help with educational planning?

3. What determines a person's need for further education?

4. List at least 8 types of further education that are available.

UNIT: JOB ADVANCEMENT

Lesson 6: Asking For A Promotion

Educational Concept

Sometimes, under certain circumstances, it is necessary for an employee to ask the supervisor for a promotion. There is, however, a right way and a wrong way to do this because the supervisor's feelings must be considered as well as the employee's in this matter. An understanding attitude will benefit the employee when he/she attempts to achieve a promotion.

Objective(s)

Given basic information on asking for a promotion, the student will explain how to ask for a promotion on a job.

Mastery will be demonstrated when the student outlines a plan to follow in asking for a promotion.

Resources Needed

Student Profile Folder
Asking For A Promotion: Points To Ponder (Attachment A)
Asking For A Promotion Worksheet (Attachment B)

Learning Activities

Exercise 1
Distribute Asking For A Promotion: Points to Ponder (Attachment A). Give students time to study the material. Discuss as a group.

Exercise 2
Direct students to locate examples of promotion in the local newspaper. Have students cut out the examples and share them with the class. Use group consensus to select one person from the clippings and invite that person to address the class on "factors which lead to promotions and how one seeks promotion."

Exercise 3
Distribute Asking For A Promotion Worksheet (Attachment B). Read the instructions to the students. Instruct the students to complete the exercise with a comprehensive outline. Upon completion, discuss student responses as a group.

Exercise 4
File completed work in Student Profile Folder.

Other Suggested Resources

Audio Visual Service, "Strategies for the Future"

Follow-Up (or Outside Class) Activities

Using the same person identified as a successful business person in Lesson 1, have students conduct an interview using the following questions.

1. Did you request a promotion in your job or were you asked by your supervisor to accept a promotion?
2. If you requested a promotion, what was your plan of action?
3. If you were asked to accept a higher position, what personal characteristics do you feel contributed to your promotion?

Following the interview, instruct students to write a brief report on the experience.

ASKING FOR A PROMOTION: POINTS TO PONDER

Moving up the job ladder is beneficial in two ways: 1) you usually make more money, and 2) it carries more job importance. On the other hand, a promotion means an increase in responsibility — usually more and harder work and probably more people to deal with.

Sometimes, under certain circumstances, it is necessary to ask your supervisor for a promotion. There is, however, a right way and a wrong way to do it. Remember that your supervisor is a human being with needs and wants and you must consider his/her feelings in this matter as well as your own. An understanding attitude will help you in your efforts much more than demands and resentments. Quarreling will usually do you more harm than good, so watch your step!

Before you confront your supervisor about a promotion, carefully plan your strategy. Here are a few do's and don'ts you should consider.

Do's

1. Ask for an appointment to talk with your supervisor. The secretary may arrange it or you may ask your supervisor personally for a meeting at his/her convenience — when there is time for a heart to heart talk without too many interruptions.

2. Before you meet with your supervisor, make plans. Find out about some of the responsibilities of the job for which you are seeking promotion. Then cover these points during your meeting.

   a. Thank your supervisor for taking time out from his/her busy schedule to meet with you.
   b. State that you want to talk with him/her about a promotion.
   c. List reasons why you think you deserve a promotion. Some of these are:
      —Length of time you have worked with the company
      —Things you have accomplished on the present job
      —How you are qualified for a more responsible position
   d. Ask if you will be considered for the promotion.
   e. Agree to prepare any papers or attend any meetings that will lead to your promotion.
   f. Thank him/her for talking with you.

3. Exhibit a good attitude as you leave the meeting.

Don'ts

1. Don't rush in the supervisor's office and demand to be seen immediately or "else." He/she may be under pressure, too, and that kind of situation can lead to a flare up of tempers with you more than likely being the loser.
2. Don't go to the meeting unprepared, planning just to "shoot from the hip."
3. Don't express resentment toward another employee who has received a promotion (even though you think you can do that job as well or better than that employee).
4. Don't accuse your supervisor of "playing favorites" and deliberately overlooking you for the promotion.
5. Don't refuse to make any preparations that may lead to promotion.
6. Don't show bitter resentment as you leave the meeting.

Being well prepared and keeping a good attitude throughout the meeting are important points to remember when asking for a promotion.

Kentucky Department of Education. **Employability Skills,** "Moving Up the Job Ladder" (Modules ESI-18), Bloomington, Ky., 1979.

UNIT: Job Advancement
Lesson 6
Attachment B

ASKING FOR A PROMOTION WORKSHEET

Consider this situation and write your plan on a separate sheet of paper.

Pretend that there is an opening for a more responsible position in the company for which you work. You have been with the company for three years now, and you feel that you deserve the extra pay that the job provides.

Outline the plan you will follow in asking for the promotion.

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Free Enterprise Project. Phillips Petroleum Company, Bartlesville, OK 74004.

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